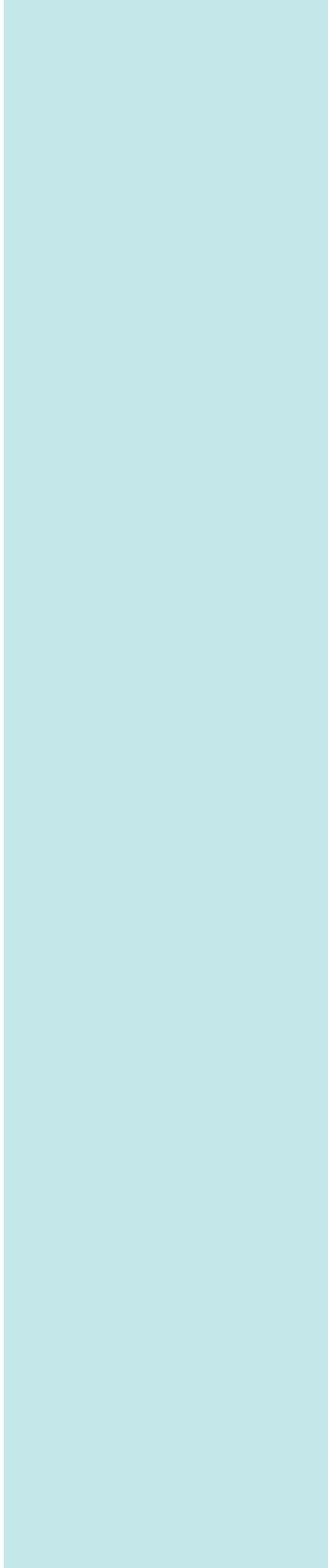
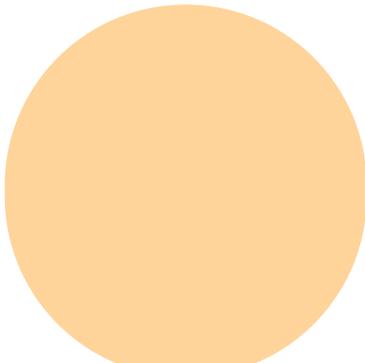
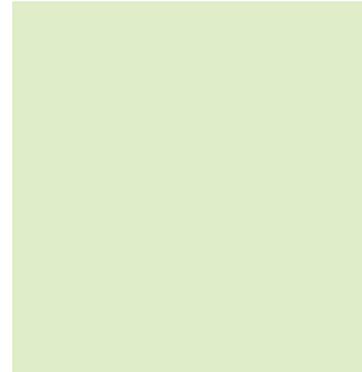
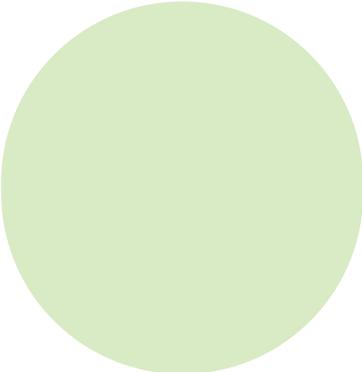
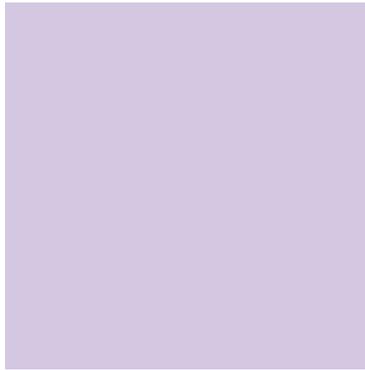


2022/23

ADDENDA TO THE ENHANCING STUDENT LEARNING REPORT



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INTELLECTUAL DEVELOPMENT



DISTRICT SUCCESSES

Literacy Learning

Overview of literacy initiatives

District staff partner and work with teachers to explore evidence-based literacy instruction and assessment practices across all grades, subject areas, and core competencies. Over 1,000 teachers in Surrey participated and collaborated in one of more than a dozen Literacies Programs and Series the district designed and implemented.

These elementary, intermediate, and secondary teachers across the district participated in literacy initiatives conducted either as afterschool or as full-day programs and workshops. They participated in person and online, individually and in small groups, to support their ongoing learning, reflection, and practice.

Early Literacy Programs and Series

Primary school teams of classroom teachers formed book study groups to explore *Shifting the Balance*. This book club drew 80 participants across 20 schools in the district. One classroom teacher from each school committed to attending monthly district book study sessions to unpack chapter content and to facilitate the school-based book clubs.

important reading techniques and instructional strategies towards supporting their students' reading competencies.

The district's various literacy series explored key aspects of research from the lens of classroom reading instruction. The series offered professional collaboration opportunities where teachers were introduced to

Other early literacy series also supported teachers in reflecting how they could adjust their reading programs. Teachers were introduced to resources that might support and supplement existing early literacy curriculum, including decodable books and systematic phonological and phonemic awareness instruction. A sample of some of the district-offered early literacies programs and series are detailed in Table 1 below.

Table 1. *Early literacies programs and series, 2021/22*

Name of Initiative	Description
Shifting the Balance Book Club 80 attendees across 20 schools	Primary school teams of classroom teachers formed book study groups to dig into <i>Shifting the Balance</i> ; some virtually attended monthly district book study sessions to unpack chapter content and to facilitate the school-based book club.
Science of Reading series: Session 1: Orthographic Mapping 200 online attendees	Classroom teachers considered orthographic mapping, a technique where the reader using a proficient phonemic awareness of the spoken language (being able to isolate and distinguish between individual speech sounds) and aligning those sounds to the letter symbols representing them in the spelling of the word.
Teaching with FlyLeaf Decodable Texts	Teachers explored decodable books as valuable teaching & learning resources for all children in the emergent stages of decoding and reading.

Intermediate Literacy Programs and Series

In our Building Capacity with Rich Routines with Read Alouds and Shared Reading, 75 teachers across the district explored how instructional read alouds and shared reading create opportunities for intermediate readers to strengthen their capacity. Teachers inquired on routines – including daily observation of teachers reading aloud – to strengthen connections between teacher modelling of contextualized reading goals. Shared reading then invited readers to collaboratively engage with modelled strategies, and progress towards students’ independent practice.

Similarly, in our Building Capacity with Rich Routines through Modelled and Shared Writing, approximately 75 intermediate teachers explored modelled and shared writing. Teachers considered routines to strengthen connections between teacher modelling of writing goals, collaboratively engaging in modelled strategies, students’ independent practice, and the role that mentor texts can play in supporting writing instruction.

During the district’s 3-part series, Vocabulary – A Key to Comprehension the focus was on how explicit instructional support helps to ensure that all students acquire the necessary vocabulary for academic success. Teachers explored how to support all students increase their vocabularies through direct instruction and through strategies that promote independent word learning skills.

This series highlighted opportunities for collaboration between Classroom and LST Teachers.

Our Exploring Small Group Reading Instruction workshop provided opportunities to 20 intermediate teachers to focus on instructional strategies and routines that create space for meaningful, sustainable small group reading instruction and conferring, as well as assessment and feedback considerations using a gradual release of responsibility model. Moreover, the Exploring Small Group Writing Instruction workshop offered support to 30 intermediate Surrey teachers to learn how small group instruction creates flexible opportunities to respond to learners’ literacy strengths and goals while fostering relationships and engagement.

In preparation for collaborative conversations taking place in the fall, approximately 40 Surrey school intermediate and secondary teachers (Grade 6 to Grade 9) explored ways in which several novels can be used during class Read Alouds, Shared Reading, Book Clubs and Mentor Texts for writing. Each novel presents opportunities for readers to tackle complex ideas and realities, experience affirmation of facets of their identity, and develop a compassionate understanding of issues of significance in the world around them. A sample of some of the district-offered intermediate literacies programs and series are detailed in Table 2 below.

Table 2. *Intermediate literacies programs and series, 2021/22*

Name of Initiative	Description
<p>Beginning with Loose Parts in Intermediate Multimodal Text Creation Part 1 16 attendees</p>	<p>This series focused on supporting intermediate writers using multimodal approaches towards text creation. Surrey teachers initially considered a gradual release model to foster growth in structures that support whole class explorations in understanding, developing and utilizing criteria both as a creator and as a peer sharing feedback.</p>
<p>Continuing with Loose Parts in Intermediate Cross-Curricular Text Creation Part 2 25 attendees</p>	<p>Building from part 1, teachers next considered an instructional focus using Loose Parts to flexibly support their writers’ goals towards cultivating information and creative texts across genres.</p>
<p>Literacy & Outdoor Learning - 3 part series 75 attendees</p>	<p>Across three sessions, Surrey teachers reflected on the benefits of learning outdoors, ideas around getting started, and preparations for learning outdoors. Teachers learned about materials found in the Surrey outdoor learning wagons and strategies for connecting these to successful outdoor learning and literacies, and developing inquiries in response to the curiosities of their learners.</p>

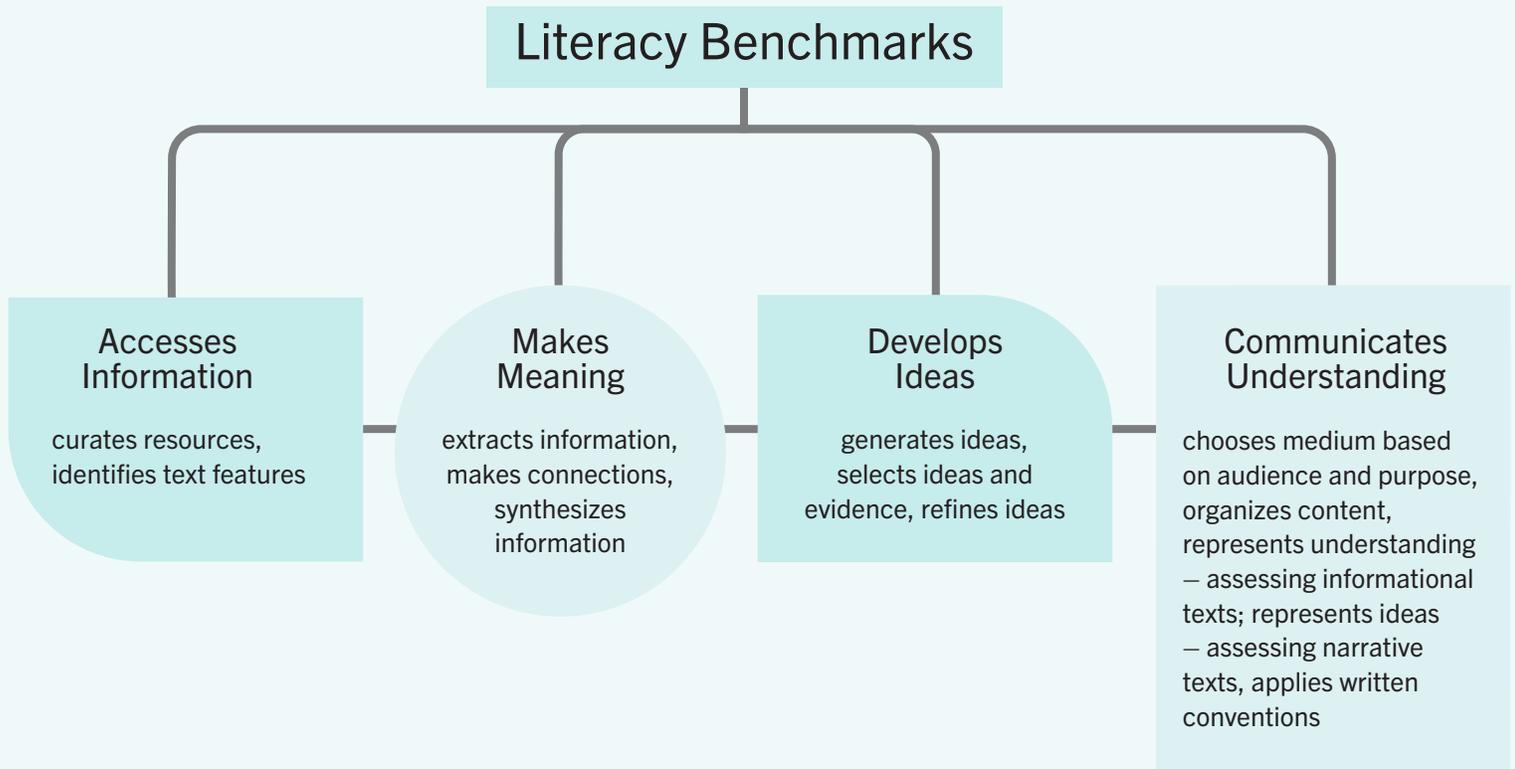
Secondary Literacy Programs and Series

The Surrey School District provided several Literacies programs and series for secondary educators, including Literacies Across the Disciplines, an all-day workshop that focused on the importance of both content area literacies and disciplinary literacies. Disciplinary literacy is an extension of content area literacy that examines the differences in the way disciplines (Social Studies, Science, Math, English Language Arts, ADST, etc.) create, communicate, and evaluate information. Teachers had the opportunity to collaboratively plan with subject area helping teachers.

Secondary teachers in our district also participated in online collaborative conversations during meetings of the Literacies in the Disciplines Book Club. In this participatory experience, teachers led discussion for a

chapter, drawing questions from the resource and online guides or creating their own. Through the workshop and the book club discussion, Surrey educators focused on developing an understanding of disciplinary literacies and identifying strategies, routines, and tools.

Approximately 20 Helping Teachers and classroom teachers worked with the Ministry on collecting feedback on *Draft Proficiencies* for Numeracy and Literacy standards. Teachers reviewed each sub-aspect, rated the descriptors based on accuracy for the grade level and sub-aspects, and recorded their recommendations and revisions. Teachers brought selected student work samples so they could collaboratively re-assess the samples using the draft descriptors. Teachers used this to make additional recommended revisions. The literacy benchmarks were:



Responding To Readers

“ There’s my brain with wrinkles. You know, a lot of brains have wrinkles. It gets wrinkles so it can hold a lot of things. Some brains are smooth so they can hold less. I have a *really* wrinkly brain so I’m going to add more wrinkles. In the really big wrinkles, there are sometimes big words. Some wrinkles can go through other wrinkles and hold onto ideas. There can be multiple things in my brain. ”

- Surrey Elementary Student

These are words from an elementary student when asked by their teacher about their interest in reading and vocabulary. However, many children – despite all having a “brain with wrinkles” – read at different levels, which influences their overall learning and success in school.

In addition, the events of the past few years have had significant impacts on the children in our learning communities. Despite these ongoing challenges, however, teachers foster learning environments where children can continue to thrive as learners. As understandings of readers, reading instruction, and assessment evolves, our district considered how best to assess our readers’ progress and support their next steps – wrinkles and all.

The Responding to Readers (RtR) initiative provided an opportunity for cohorts of teachers to look closely at their readers and connect with district helping teachers

towards being able to better support learners in diverse contexts. The group came together to understand their student’s experiences with reading, to explore reading assessment practices that could take place on a regular basis in the classroom, and to then consider responsive instruction based on the skills and contexts of their readers. Teachers from around the district had diverse reasons for taking part - to be re-inspired, to make connections, and to improve their practice.

“ Covid sucked the life and energy out of me. Love the kids, love reading, love the work...but I am so tired and feel defeated and deflated. I joined [RtR] just to refresh and to be inspired again...[as] another reminder to connect in a meaningful way with my readers. ”

- Surrey Elementary Teacher



Beginnings and Intentions

The initial thinking for RtR was generated when 100 primary teachers engaged in a book club about *Shifting the Balance* (Burkins and Yates, 2021). From the ideas discussed in that meeting, a smaller community of teachers began participating in the RtR initiative, supported by the district's literacy helping teachers. Through collaboration and inquiring with curiosity, this group wanted to better understand the impact of learning

environments over the last few years, and work together to make instructional decisions around how to respond to the needs of our students. Through collaboration and inquiring with curiosity, this group wanted to better understand the impact of learning environments over the last few years, and work together to make instructional decisions around how to respond to the needs of our students. The intentions for RtR were to *investigate, examine, engage, and interpret*.

INVESTIGATE

the impact of pandemic years on reading development and student experience

EXAMINE

processes and tools for uncovering student proficiency in reading

ENGAGE

in collaborative professional learning to better understand how children learn to read

INTERPRET

evidence in order to focus instruction and move student learning forward

Process and Activities

Starting March 2022, 7 primary and 15 intermediate teachers worked closely with five readers within their classroom they selected to give focus. By participating they also committed to collaborate with colleagues and literacy helping teachers, and to look for ways to examine and enhance their literacy instruction. As one teacher put it, they came to learn the following about their readers:

“To get my reluctant readers to read. Also, to get students to go beyond the text and ask the deep-thinking questions. I want to learn how to respond better to my students about reading. I want them to think. To be inquisitive and have inquiry-based ideas. I also want them to enjoy reading.”

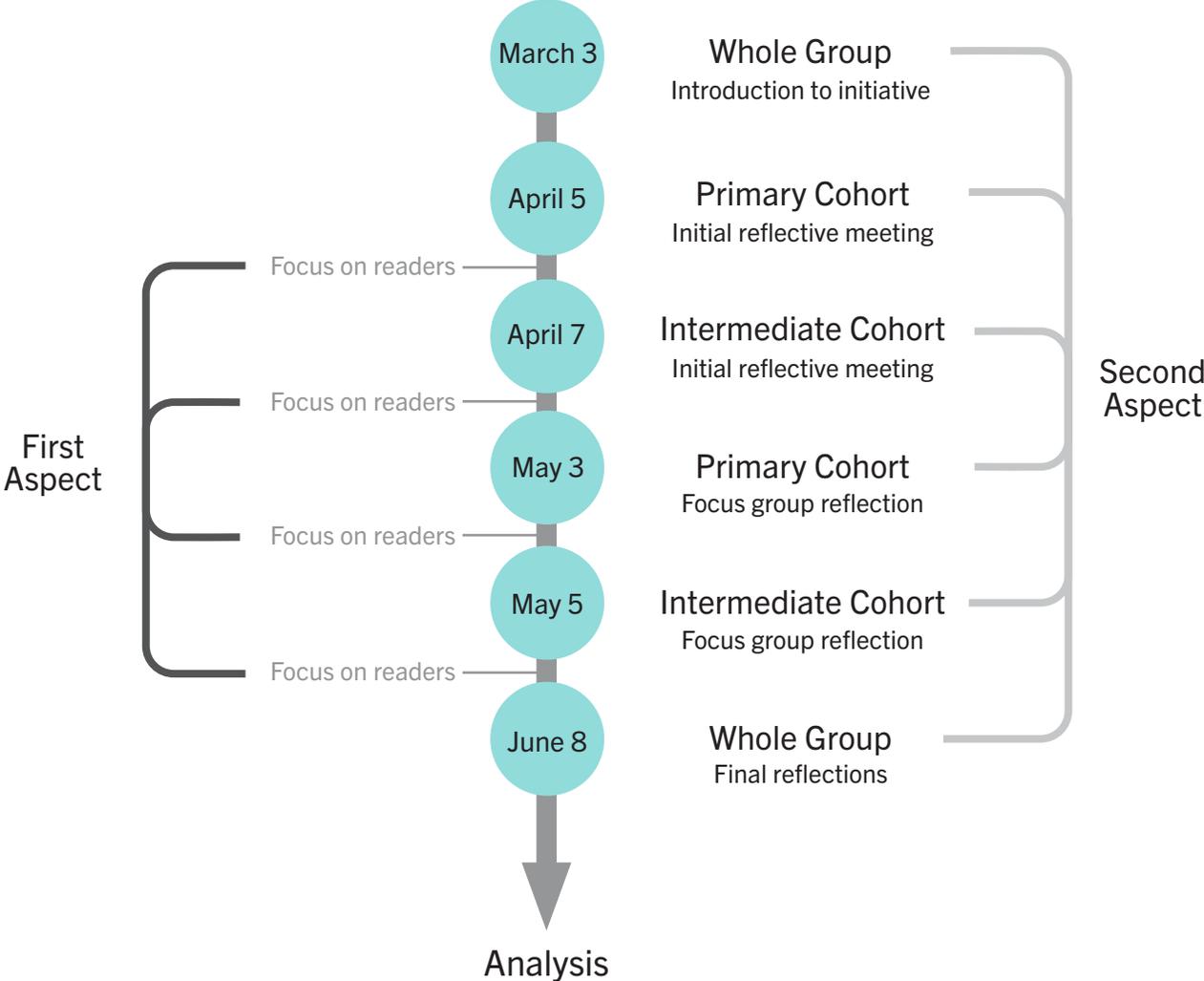
Teachers' interests and inquiries ranged from reading fluency and comprehension, supporting students through hurdles like Covid interruptions in learning, and working with a range of formative assessments to better support instruction. The overarching question guiding the RtR initiative asked, How are our readers doing? The natural follow-up question was, How do we know this?



Two primary aspects were foundational to the RtR initiative emerged from this survey. The **first aspect** facilitated teachers to deeply focus on their readers in their classroom. This aspect included furthering their existing relationships with students, spending time on reflection, and telling the story of their student’s reading journey – in focused and manageable ways. Teachers gathered evidence through regular reading meetings and one-on-one interactions with their selected students in their classroom. In doing so, teachers deepened understandings of their readers by utilizing an approach where observations and assessments, conversations and products create a more fully developed picture of their readers.

The **second aspect that was embedded** into the initiative were teacher reflections, which has been shown to improve teaching practice and success for students. RtR created safe spaces for primary and intermediate teachers to deeply reflect on their practice by working closely with their readers and collaborating with other professionals. Learning from the information and stories from the one-on-one meetings with the focal readers, teachers came together twice with others from their specific cohorts for reflective meetings, facilitated by district helping teachers. In these meetings, some shared video clips, others brought pictures and stories of their learners to unpack their own thinking and wonders. The RtR aspects, process, and timeline are provided in Figure 1 below.

Figure 1. *RtR aspects, process, and timeline, 2021/22*



Activities in RtR

teachers selected and focused
on a group of five readers

teachers deepened their
understanding of their readers
through regular observations
and reflection

teachers gathered existing
evidence of each student's
reading development

teachers shared observations,
what they are learning, and
what they are wondering as they
collaborated with colleagues



To support planning and programming for the RtR Initiative, participating teachers filled out a survey with 22 close- and open-ended questions relating to their expectations of the initiative, defining proficiency levels of their five focal students, and their own practices and understandings of reading instruction and assessment. This survey also gathered details about teacher profiles, beliefs, and access to resources and supports.

Teachers completed four reflectionnaires over four months of the RtR initiative, which offered time and space for thoughtful considerations of their students' stories and contexts, as well as their instructional practices in response. Each month, teachers responded to two open-ended reflective questions related to their selected students. Some example questions to enhance reader profile and prompt deep thinking about the reader and practice included:

What did I notice?

Which of my hunches about this
reader were confirmed?

What was I unable to confirm?

What new questions do I have?

What does this reader need me to
learn next?

Am I equipped to support this reader?

Do I need to seek out professional
learning resources or support?

These documents and collaborative conversations provided important opportunities for teachers to create reading profiles of their selected students, consider their initial questions about the readers, reflect on their students' strengths and stretches, consider supports and activities, and plan for instruction. Teachers had access to release time through all RtR processes and activities.

Evaluation Methodology

The evaluation methodology of the RtR initiative integrated ideas borrowed from Utilization-Focused Evaluation (UFE) which begins with the premise that applied research should be judged by their utility and actual use. Careful consideration went into the development of data collection tools, when they were to be administered, and how data would be analyzed. The reflectionnaires were designed with the end-users in mind, which in this case were classroom teachers taking part in the RtR initiative and the Literacy Helping Teachers facilitating RtR sessions.

A key element in the evaluation research process was the active participation of the district’s Literacy Helping Teachers who ensured appropriate tools and systems were in place, that reflection time and space was offered,

the needs of the evaluation project were identified and addressed, and key considerations for future action were established to support a pathway for future RtR initiative activities.

Qualitative data from the open-ended survey and reflectionnaire responses were analyzed using thematic analysis techniques. This began with a line-by-line analysis of responses to open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared between and across cohorts.

Summary of Results

The following sections present outcomes from the RtR initiative and relate to the two primary aspects of RtR - deep engagement with focal students; and individual and shared reflection with other professionals – leading to instructional changes and positive outcome for learners. Emerging from the analysis of teacher reflections were four themes that were key to the initiative. These themes include: (1) Understanding Students, (2) Offering Supports, (3) Teachers Paying Attention, and (4) Students Applying Learning (see Table 3).



Table 3. *Emerging themes from RtR teacher reflections, 2021/22*

UNDERSTANDING STUDENTS <i>through one-on-one time</i>	OFFERING SUPPORTS <i>based on context</i>	TEACHERS PAYING ATTENTION <i>through one-on-one time</i>	STUDENTS APPLYING LEARNING <i>with strategies and self-awareness</i>
<p>Teachers emphasized one-on-one time as important moments to identify and understand student needs, especially around decoding, fluency, and reading comprehension</p>	<p>Based on one-on-one context, teachers offered specific supports for improving reading skills, often strategic lessons and resources</p>	<p>Teachers benefitted from explicit attention to reading instruction practices, including new learnings and curiosities to support learners</p>	<p>As reading skills progressed, students applied new learning, built self-awareness and confidence</p>

1. UNDERSTANDING STUDENTS through one-on-one time

Among both primary and intermediate cohorts of teachers there was consensus that one-on-one time was crucial to identify what student needs for reading supports. This identification began with understanding a student's strengths and stretches, and what motivates students who were reluctant readers and those who enjoyed reading.



Identifying and understanding aspects of students' decoding and fluency skills

The one-on-one conferencing was crucial to supporting students who might be having difficulty with aspects of reading. While decoding, fluency, and read comprehension were most common issues, teachers were able to notice whether students needed help with pronouncing words or were guessing words when reading, and when students were “*benefitting from classroom or individual instruction*”.

Teachers were able to support students one-on-one by using assessment tools like Elkonin boxes, choosing reading levels, learning about home language and literacies contexts, and recognizing individual reading preferences. For instance, a few children assessed as having poor comprehension were reading books below their level. However, upon questioning teachers realized that these students did so because they enjoyed graphic novels and books that were funny.

Identifying and understanding other aspects of students' reading motivation

One-on-one time also supported students with confidence issues related to reading and learning since many found it more comfortable to work with a teacher without all their classmates present.

to discuss stretches is huge for growing readers!” Both reluctant and eager readers “thrive with one-on-one support and positive reinforcements.”

Most teachers agreed that “*Individual conferences are what the kids look forward to the most. Having this 1:1 time and sharing what’s going well and making space*

“ I am learning that this student is more confident to ask questions and confirmations when working one on one than to raise hand in a group setting. ”

2. OFFERING SUPPORTS based on context

As a result of the one-on-one time, teachers deeply learned about their focus readers and were able to offer supports, resources, and reading strategies to grow their readers' practices and encourage new learning.

Offering strategic lessons and practices as supports

For primary teachers, these supports often included explicit modeling of decoding strategies, including “sound it out, split syllables, segmenting and blending, [and] chunking.” One teacher described their interest in “*structured and explicit phonics instruction*”.

“ Early oral phonemic awareness (in K) is foundational for student success as well. In isolation, readers know their letter sounds very well. Students can also sit through the phonics lessons and learn the concepts in isolation... Putting it together or using their reading strategies on their own is the tough part. ”

Supporting students also included offering exercises like Haggerty routines and using Elkonin boxes, processes that help students slow down and think, “*look, listen and form those sound, and then translate sounds attached to letters.*”

Offering strategic resources as supports

For intermediate teachers, offering supports took the form of explicit instruction – for the whole class and during one-on-ones – around comprehension, vocabulary, making connections from the text. Teachers shared resources and strategies for students to “*learn how to recognize when they have made a mistake and learn how to self-correct.*”

Many intermediate students needed to be taught how to determine the meaning of words they do not know, for example, using context clues or online dictionaries. Intermediate teachers wanted to make “*reading fun with*

Sometimes these strategies took the form of teachers reminding and prompting students to slow down when reading to help with comprehension; at other times it was prompting students to use reading strategies, like picture clues, initial sounds, tool sounds, or chunking.

rich learning.” However, a few mentioned the socially constructed yet gendered aspect of reading when learners reach certain grades, leading some students to prefer an identity as a reluctant reader.

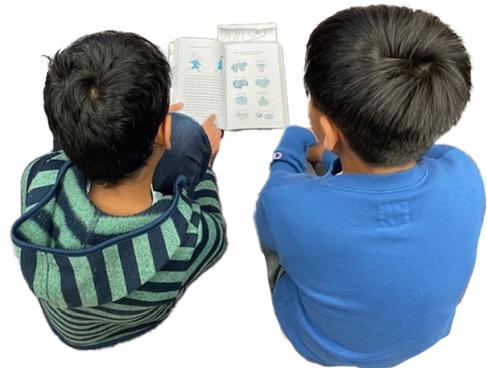
“ I would like to engage this student with new reading strategies and a new outlook on their reading that will trickle down and influence their friends in positive ways. I have many reluctant readers who identify as ‘*not a reading guy*’, and this reader is a part of that friendship. ”

3. TEACHERS PAYING ATTENTION towards their own pedagogical learning

An outcome from the RtR was that teachers benefitted from the process of paying explicit attention to aspects of their reading instruction practices. By having the time to look closely and deeply at their focus readers, teachers supported their own pedagogical growth in being able to support all learners in their classroom.

Paying explicit attention to reading instruction practices

Teachers expressed that the process of participating in RtR helped them to learn about new evidence-based ideas and techniques to support reading, including Science of Reading principles, varied forms of assessments, and fresh reading strategies to support diverse readers in their classrooms. A few teachers wanted to build more hands-on experiences into their lessons while others expressed curiosity about theoretical ideas related to reading development, including a teacher who wondered about a student’s reading and language growth.



“ His reading mirrors what’s happening in his language development. I want to know more about the connection between the two. Is language growth opening up reading growth? Is reading growth opening up language growth? ”

Paying explicit attention to curiosities and contexts

Many teachers took this opportunity to wonder about the impact of the home lives of their students, including challenges and constraints at home, literacy and fluency in home languages, and the roles and strategies of parents in literacy learning.

“ My student says that he doesn’t like to read and has no interest in reading whatsoever. We investigated why he does not see himself as a reader. He mentioned that at home he ‘has to read’ which he ‘hates’ and if he doesn’t read, he does not get screen time. ”

Many teachers emphasized the contexts of their learners and their needs, and paid attention to how these situations impacted their learning. One teacher described their student who came to Canada in grade 2 and whose primary home language is Punjabi. “[The student] went to school in India, didn’t learn English at school, everything was taught in Hindi [and was] unable to read or write in Punjabi, but [the] parents can.” The teacher went on to note that the student and their family had extended vacations as well as gaps in learning from COVID and it had impacted their ability to read.

“ Time to collaborate with like-minded teachers is super important to me. When it happens, it is so energizing and exciting. These times lead to so many more greater ideas. ”

Paying explicit attention to reflection

For most teachers, RtR provided an opportunity to reflect on their own learning. As one intermediate teacher said, their biggest learning was “*This learner needs me to become a better teacher.*”

Teachers also benefitted from collaborative reflection with other teachers and district staff to consider issues from a range of professional perspectives to better support their readers.

4. STUDENTS APPLYING LEARNING with strategies and self-awareness

Teachers recognized that their participating in the RtR initiative and making changes to their practice led to some student improvements in reading.

Students applying reading strategies

Providing extra time, targeted questions and instruction supported students’ development. A few primary teachers reported that time to practice helped students in transferring reading strategies, and “*applying what we have been working on in class.*” Targeted questions supported learners in focusing on applying specific skills that they had discussed. As one student said: “*I recognize some of these sight words! This was easy!*”

Another improvement was in intermediate students supporting themselves using multimodal ways - through listening, viewing, and experiencing in multiple ways and forms - before reading. For one struggling reader, listening to a story supported visualizing it.



“ He said enjoys listening to “Hatchet” as an audiobook because he likes when people read to him, and he can ‘see the story in his mind’. ”

Students' increasing reading confidence and self-awareness

Teachers also reported readers' improved confidence even if some of their progress has been slow. As they moved across reading levels and practiced skills and strategies, students' motivation for and interest in reading improved.

“The more she reads in class the more confident she becomes. During her free time, she will now read instead of doing a centers activity. She tries harder at segmenting and blending. She regulates herself and makes positive self-statements like, ‘I am trying, doing my best, I can sound it out’.”

Importantly, many students gained self-awareness of themselves as readers. Some were able explore for themselves why they might have issues with reading.

“I don't read books because something comes up (busy with friends or helping my mom)... Reading is OK, I'm not saying I can read well, but I'm OK. When I read out loud, I get somethings wrong. I like to read in my brain (when I get it wrong in my brain, I can think about it). When I read out loud I can't do this.”

Other students explored what brought them some success.

“When I am reading, I want to get better at thinking while reading and slowing down. Sometimes I keep reading and then realize I don't know what happened. When this happens, I go back especially if I am curious and keep in mind, this is what is happening now.”

“The skill you need to be a good reader is to have the attention span to read. You need to visualize (if you don't visualize in your head, you can't get a picture of what is happening). You need to connect to the main character so you can feel what is happening to them because it has happened to you.”



Wonderings Being Explored

Many teachers commented that they found success when students were engaged, and when meaningful learning and conversations take place. Others were interested in improving their students' reading practice

“regardless of whether they are considered low, middle, or high” and were struggling with the range of reading levels in their class. As they wrapped up the RtR initiative, some wonderings teachers were exploring included the *wonderings* below.

How do we approach the reading of indigenous language in picture books respectfully?

Literacy and a trauma informed lens – recognizing the “tipping point” for some of our learners – just like we do in ourselves.

How do gender and culture impact this students' abilities as a reader?

How does this student's ELL level impact their ability as a reader?

Phonemic Awareness – ELPATS

The Early Literacy Phonemic Awareness Test-Surrey (ELPATS) is a district-based oral assessment of phonemic awareness. Kindergarten teachers administer the assessment to all of their students in January to guide early literacy instruction and identify students who are experiencing difficulty in the acquisition of phonemic awareness skills.

The ELPATS consists of 45 items across 9 different domains (see Table 4). Students who receive a score of 26 or below are identified as at-promise, which refers to the potential that resides in every child who is demonstrating difficulties with phonemic awareness. Students who demonstrate difficulty with phonemic awareness skills in January are then reassessed in May.

Table 4. Domains of the Early Literacy Phonemic Awareness Test-Surrey

Rhyme – identifying words	Segmenting Sounds – last sounds
Rhyme – generating rhyme	Segmenting Sounds – words with two sounds
Syllables – blending syllables into words	Blending Sounds – blending sounds into words
Segmenting Sounds – first sounds	Blending Sounds – blending first sound with rest of words



There were 78 **Indigenous students** who were assessed in January and then reassessed in May. In January, 72% of these students were deemed at-promise. In May, this percentage dropped to 41%. Furthermore, **Indigenous students** saw significant improvement across all ELPATS sections and a 34% increase in their total scores. There was typically a medium to large difference between students' January and May scores for each of the sections.

A breakdown of **Indigenous students'** average January and May scores, average points and percent increase, and effect sizes for the magnitude of the difference between their scores at the two timepoints for each of the ELPATS sections is provided in Table 5.

Table 5. Average January and May ELPATS scores by domain among *Indigenous Students*, 2021/22

ELPATS Domain	Average January Score	Average May Score	Average Points Increase	Percent Increase	Effect Size
Rhyme - Identifying Words	3.14	4.00	0.86	27%	0.58
Rhyme - Generating Rhyme	1.52	2.46	0.94	62%	0.59
Syllables - Segmenting Words into Syllables	3.85	4.27	0.42	11%	0.29
Syllables - Blending Syllables into Words	4.42	4.71	0.29	7%	0.27
Segmenting Sounds - First Sounds	2.44	3.39	0.95	39%	0.51
Segmenting Sounds - Last Sounds	1.03	2.12	1.09	106%	0.54
Segmenting Sounds - Words with Two Sounds	0.73	1.65	0.92	126%	0.54
Blending Sounds - First Sound with Rest of Word	2.60	3.69	1.09	42%	0.64
Blending Sounds - Blending Sounds into Words	1.64	2.51	0.87	53%	0.63
Total	21.35	28.51	7.16	34%	0.97

**Effect size: Small (0.20-0.49); Medium (0.50-0.79); Large (0.80 and above)*

There were 1,171 **English Language Learners** who were assessed in January and then reassessed in May. In January, 73% of these students were deemed at-promise. In May, this percentage dropped to 32%. Furthermore, **English Language Learners** saw significant improvement across all ELPATS sections and a 44% increase in their total scores. There was typically a medium to large difference between students' January and May scores for each of the sections.

Table 6 provides a breakdown of **English Language Learners'** average January and May scores, average points and percent increase, and effect sizes for the magnitude of the difference between their scores at the two timepoints for each of the ELPATS sections.

Table 6. Average January and May ELPATS scores by domain among *English Language Learners*, 2021/22

ELPATS Domain	Average January Score	Average May Score	Average Points Increase	Percent Increase	Effect Size
Rhyme - Identifying Words	3.32	4.00	0.68	20%	0.48
Rhyme - Generating Rhyme	1.21	2.37	1.16	96%	0.64
Syllables - Segmenting Words into Syllables	3.62	4.24	0.62	17%	0.44
Syllables - Blending Syllables into Words	4.09	4.66	0.57	14%	0.42
Segmenting Sounds - First Sounds	2.79	3.99	1.20	43%	0.68
Segmenting Sounds - Last Sounds	1.53	2.88	1.35	88%	0.74
Segmenting Sounds - Words with Two Sounds	0.85	2.17	1.32	155%	0.73
Blending Sounds - First Sound with Rest of Word	2.31	3.44	1.13	49%	0.70
Blending Sounds - Blending Sounds into Words	1.42	2.71	1.29	91%	0.79
Total	21.09	30.29	9.20	44%	1.33

**Effect size: Small (0.20-0.49); Medium (0.50-0.79); Large (0.80 and above)*

There were 78 *Students with Designations* who were assessed in January and then reassessed in May. In January, 77% of these students were deemed at-promise. In May, this percentage dropped to 47%. Furthermore, *Students with Designations* saw significant improvement across all ELPATS sections and a 47% increase in their total scores. There was typically a medium to large difference between students' January and May scores for each of the sections.

A breakdown of *Students with Designations'* average January and May scores, average points and percent increase, and effect sizes for the magnitude of the difference between their scores at the two timepoints for each of the ELPATS sections is provided in Table 7.

Table 7. Average January and May ELPATS scores by domain among *Students with Designations*, 2021/22

ELPATS Domain	Average January Score	Average May Score	Average Points Increase	Percent Increase	Effect Size
Rhyme - Identifying Words	2.91	3.68	0.77	26%	0.51
Rhyme - Generating Rhyme	1.13	1.96	0.83	73%	0.50
Syllables - Segmenting Words into Syllables	3.55	3.87	0.32	9%	0.27
Syllables - Blending Syllables into Words	3.64	4.32	0.68	19%	3.14
Segmenting Sounds - First Sounds	2.09	3.37	1.28	61%	0.78
Segmenting Sounds - Last Sounds	1.10	2.12	1.02	93%	0.58
Segmenting Sounds - Words with Two Sounds	0.48	1.68	1.20	250%	0.68
Blending Sounds - First Sound with Rest of Word	2.27	3.18	0.91	40%	0.56
Blending Sounds - Blending Sounds into Words	1.58	2.60	1.02	65%	0.70
Total	18.19	26.67	8.48	47%	1.27

**Effect size: Small (0.20-0.49); Medium (0.50-0.79); Large (0.80 and above)*

Inner City Early Learning Initiative

There are 26 Elementary schools that are involved in Surrey Schools’ Inner City Early Learning (ICEL) Initiative. To facilitate the success of our youngest learners, these schools receive targeted early literacy staffing. The Early Literacy Teachers provide in-class, collaborative, and flexible support throughout the year for at-promise learners. Specifically, this support focuses on oral language development and emergent reading development, including phonemic awareness.

In the 2021/22 school year, there were 616 students from schools involved in the ICEL Initiative who were assessed in January and then reassessed in May. In

January, 70% of these students were deemed at-promise. In May, this percentage dropped by more than half to 30%. Furthermore, students in these schools saw significant improvement across all ELPATS sections and a 38% increase in their total scores. There was typically a medium to large difference between students’ January and May scores for each of the sections.

Table 8 provides a breakdown of ICEL students’ average January and May scores, average points and percent increase, and effect sizes for the magnitude of the difference between their scores at the two timepoints for each of the ELPATS sections.

Table 8. Average January and May ELPATS scores by domain among students enrolled in inner city schools, 2021/22

ELPATS Domain	Average January Score	Average May Score	Average Points Increase	Percent Increase	Effect Size
Rhyme - Identifying Words	3.39	3.99	0.60	18%	0.45
Rhyme - Generating Rhyme	1.46	2.36	0.90	62%	0.54
Syllables - Segmenting Words into Syllables	3.64	4.22	0.58	16%	0.41
Syllables - Blending Syllables into Words	4.23	4.67	0.44	10%	0.34
Segmenting Sounds - First Sounds	2.88	4.10	1.22	42%	0.69
Segmenting Sounds - Last Sounds	1.66	2.97	1.31	79%	0.67
Segmenting Sounds - Words with Two Sounds	1.06	2.46	1.40	132%	0.76
Blending Sounds - First Sound with Rest of Word	2.50	3.59	1.09	44%	0.69
Blending Sounds - Blending Sounds into Words	1.70	2.96	1.29	74%	0.79
Total	22.46	31.10	8.64	38%	1.21

*Effect size: Small (0.20-0.49); Medium (0.50-0.79); Large (0.80 and above)

Numeracy Initiatives In Surrey Schools

Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. Numeracy also involves students recognizing and understanding the role of mathematics in the world and having the capacities to use mathematical knowledge and skills purposely.

To support students in becoming numerate and using mathematics confidently at school and in their lives, elementary and secondary teachers within the district have participated in various numeracy initiatives to explore standards-based mathematics.

Overview of Numeracy Initiatives

Surrey schools has partnered with teachers over the past two years to explore evidence-based numeracy instruction and assessment practices. Teachers participated in district-led sessions to:

1. improve their articulation of math goals and competencies
2. deepen student learning of provincial learning standards
3. design proficiency scales and communicate growth and concepts
4. gather evidence of student learning
5. broaden their understanding of what constitutes student learning in mathematics

Providing support for these initiatives are the Numeracy/ Instructional Practice Helping Teachers, who are leaders in the development and implementation of research informed numeracy curriculum within the district. Helping teachers also provide continuous support and in-district training to educators on a variety of numeracy topics. Table 9 provides an overview of select numeracy initiatives our district has continued this school year.

 Additional description and analysis of our district's numeracy initiatives can be viewed by clicking on the following link: [Numeracy Initiatives In Surrey Schools](#)

Table 9. Descriptions of numeracy initiatives, 2021/22

Numeracy Initiative	Description
1. Standards- Based Assessment in Secondary Mathematics	In collaborative inquiry teams, teachers explored ways to change their assessment practices (e.g., creating new summative assessments together; designing standards-based grading systems, rubrics, and learning progressions; determining letter grades/percentages; portfolios; looking at sample student work and other evidence of learning, etc.) to better assess and evaluate what students know and can do within secondary mathematics.
2. Standards- Based Assessment in Elementary Mathematics	In collaborative inquiry teams, teachers implemented standards-based assessment practices (e.g., designing rubrics and learning progressions that communicate quality and growth with respect to learning standards; analyzing sample student work and other evidence of learning through the lens of these rubrics/progressions; etc.) to better assess and evaluate what students know and can do within elementary mathematics.
3. Building Thinking Classrooms in Mathematics	Through reading then discussing the professional learning resource, <i>Building Thinking Classrooms in Mathematics</i> at facilitated webinars, teachers learned about and attempted to implement fourteen research based-practices to engage students in deep mathematical thinking.

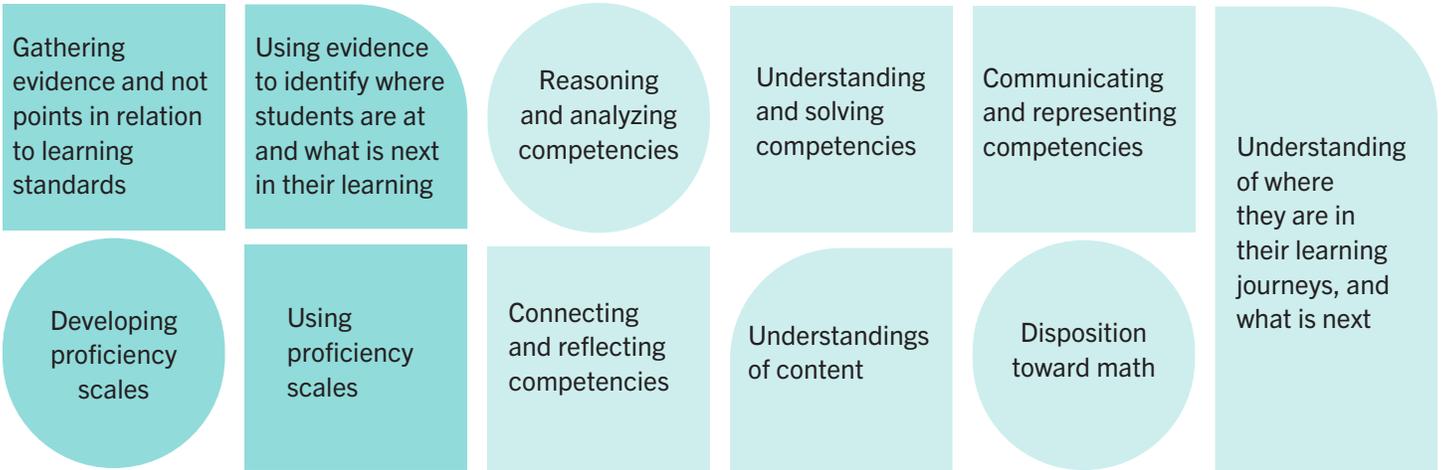
Overview of Standards-Based Assessment Surveys

Teachers who took part in the Standards-Based Assessment (SBA) initiative were surveyed about their experiences with the initiative. The SBA Survey asked teachers to rate their comfort level and the extent to which they implemented a variety of learning and assessment practices, as well as their perceptions

of their students' learning on various mathematical competencies. To measure pre- and post-initiative differences, teachers completed a survey prior to, and again immediately following, their participation in the initiative.

The first four items pertained to teachers' comfortability level with:

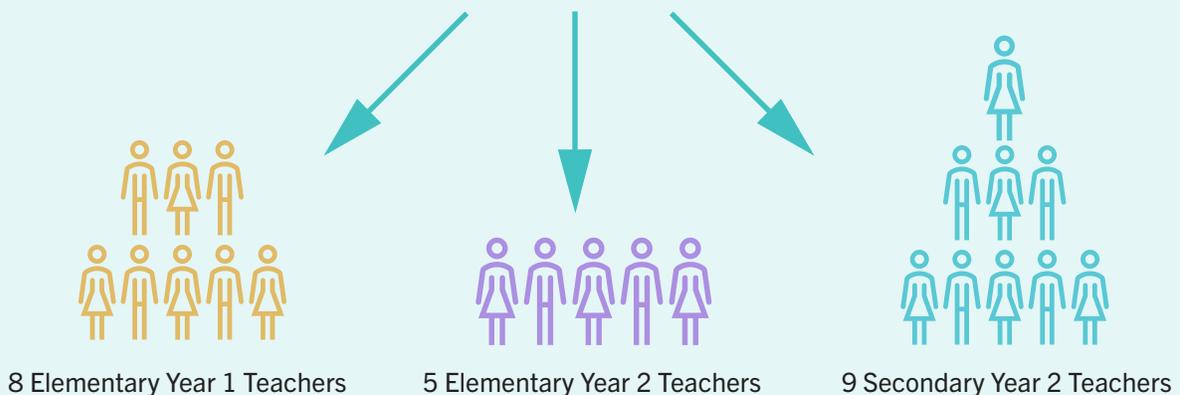
The next 7 items pertained to teachers' perceptions of the extent to which students demonstrated:



There were a total of 22 teachers who completed the SBA Surveys reflecting on their experiences from Sept 2021 to the end of May 2022. As the SBA initiative is in its second year, teacher participants were separated into 3 groups: Elementary teachers who are in their first year

in the initiative (Elementary Year 1), elementary teachers who are taking part in the initiative for the second year (Elementary Year 2), and for secondary teachers who are also taking part in the initiative for the second year (Secondary Year 2).

22 Teachers who Took Part in Both the Pre- and Post-SBA Initiative Survey



Overview of Building Thinking Classrooms Surveys

Teachers who took part in the Building Thinking Classrooms (BTC) initiative completed surveys asking about their experiences from before and after taking part in the initiative. Specifically, teachers were asked to rate the extent they implemented a variety of teaching practices and their confidence doing so, as well as the extent their classrooms had become “thinking classrooms”. Teachers completed the survey twice, once from before the initiative, and then again from after the initiative finished.

There were a total of 13 closed-ended responses questions related to the types of tools and strategies teachers implemented in their classrooms, teacher’ confidence with implementing tools and strategies, and the extent to which teachers believed their classrooms were growing as a “thinking classroom” in relation to:

The number of students thinking

How much time students spent thinking

How well students collaborated

How well students communicated their mathematical thinking

Whether students had a positive disposition toward mathematics

There were a total of 5 teachers who completed both the pre- and post-surveys for the BTC initiative which reflected on teacher experiences from Sept 2021 to the end of May 2022.

5 Teachers who Took Part in Both the Pre- and Post-BTC Initiative Surveys



Summary of Findings

Over the past year, both the SBA and the BTC initiatives were successful in increasing teacher comfortability and implementation level in a variety of new teaching and assessment practices. Further, these increases have translated into positive impacts for students as well, as participating teachers reported growth in students understandings and learning of mathematical concepts. Overall, these results highlight the need for continued support for teachers to further develop their approaches to numeracy in the classroom, which ultimately have a positive impact on student learning.

Specifically considering the SBA initiative, results demonstrated positive improvements from before to after the initiative in both teacher comfortability and confidence in assessing mathematical concepts. Further, the initiative also demonstrated a positive

impact on student learning and self-awareness of where they are in their learning journey. These results were found for all teachers across grade levels and years in the initiative. Qualitatively, teachers reported that participating in the SBA initiative resulted in them creating better assessments that supported students in their mathematical learning journey.

In addition, the BTC initiatives also found improvements in the amount of comfortability teachers felt with implementing a variety of math teaching tools. These improvements then translated into participating teachers’ classrooms becoming more of “thinking classrooms”, further fostering student growth in their understandings of mathematical concepts.

PROVINCIAL DATA

Reading/Literacy Foundation Skills Assessment

B.C.'s Ministry of Education defines literacy as, "the ability to understand, critically analyze, and create a variety of forms of communication... to accomplish one's goals. Literacy helps students apply reading, writing, speaking, and listening skills across a variety of subject areas."

It is important to note there was a re-design of the Foundation Skills Assessment (FSA) for the 2021/22 school year, as the FSA for Reading and Writing has been combined and renamed FSA Literacy. Even with this change, it is possible to compare year-to-year results between the FSA Literacy data of the current year with previous years of FSA Reading data.

Grade 4 FSA Reading/Literacy

In the current 2021/22 academic year, 70% of Grade 4 students who participated in FSA Reading/Literacy were on-track or extending. Last year, the percentage of students on-track or extending was 77%, a five-year high. Participation rates for the FSA Reading/Literacy have decreased by almost one-third in the past five years, with the majority of the drop-off in participation since 2020 and may be in part due to the ongoing COVID-19 pandemic. However, the participation rate for the current 2021/22 year was 44%, up 3% from 2020/21 (41%).

the past 5 years, with the 2021/22 rate of 43% increasing from the 5 year low of 40% in the 2020/21 academic year.

It has not been possible to report district-wide Grade 4 FSA Reading/Literacy rates for [Children and Youth in Care](#) over the 2021/22 and 2020/21 years due to small numbers of students. In previous years, 20% of [Children and Youth in Care](#) were on-track or extending in 2019/20, 64% in 2018/19, and 64% in 2017/18.

Similar to general trends in the district, each sub-group of students has seen a decline in the percentage of students who are on-track or extending over the past five years. [Indigenous Students](#) within the district have seen a decline in the percentage of students who are on-track or extending. In the current 2021/22 academic year, 54% of [Indigenous Students](#) were on-track or extending, compared to 61% in 2020/21, 53% in 2019/20, 59% in 2018/19, and 56% in 2017/18. It should be noted that FSA participation rates among [Indigenous Students](#) have also decreased over the past 5 years, with only 33% of students participating in the current 2021/22 year. Unfortunately, it was not possible to separate and report the current 2021/22 academic year data for [Indigenous Students](#) with either on- or off-reserve status.

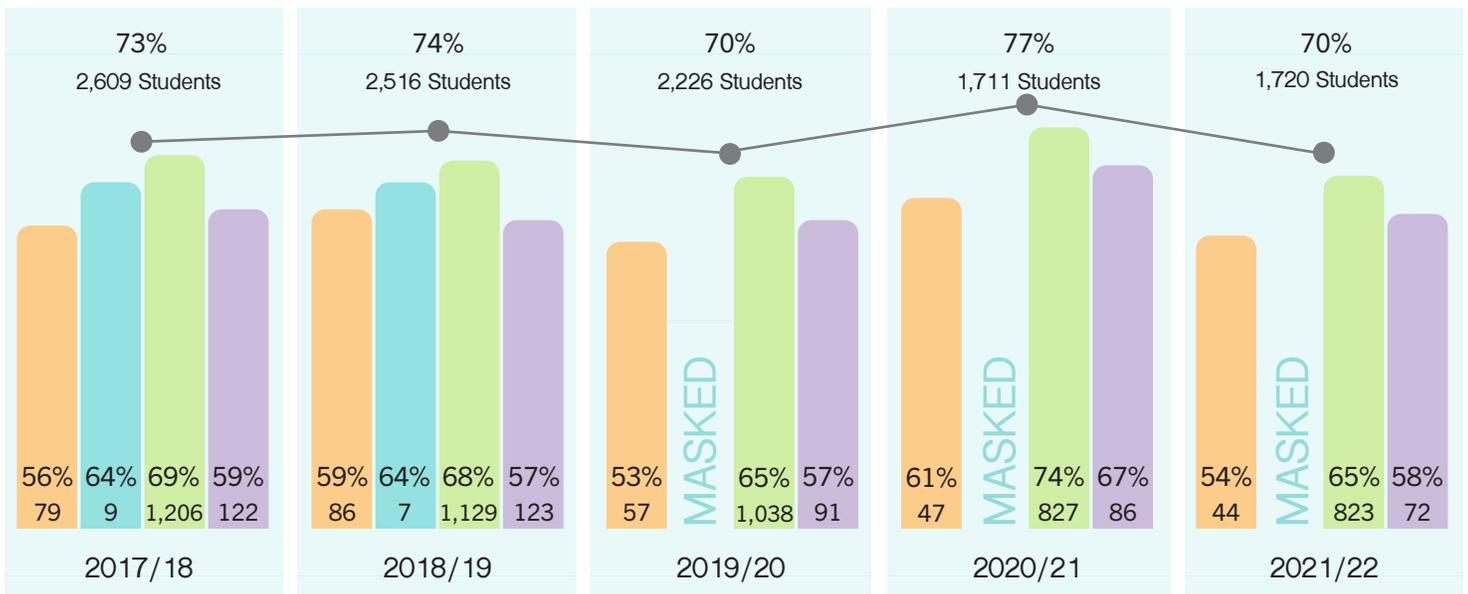
In the current 2021/22 academic year, [English Language Learners](#) have an on-track or extending rate of 65%. Comparatively, the percentage of [English Language Learners](#) who were on-track or extending was 74% for 2020/21, 65% for 2019/20, 68% for 2018/19, and 69% for 2017/18. It should be noted that participation rates among [English Language Learners](#) have fluctuated over



Students with Designations have experienced a fluctuation of on-track and extending rates throughout the past 5 years. In 2021/22, 58% of students were on-track or extending, compared to 67% in 2020/21, 57% in 2019/20 and 2018/19, and 59% in 2017/18. Over the past 5 years, the participation rate has generally decreased. However, 22% of **Students with Designations** participated in the 2021/22 academic year, which increased from the 21% participation rate in 2020/21.

Below we provide a break down for each subgroup. See Figure 2 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 4 FSA Reading/Literacy between the 2017/18 and 2021/22 academic years. Please note, FSA data for **Students with Designations** includes scores for all students with designations.

Figure 2. Percentage and number of Surrey students by sub-group who are on-track or extending Grade 4 FSA Reading, 2017/18 - 2020/21 and Grade 4 FSA Literacy, 2021/22



- Indigenous Students in Surrey
- Surrey English Language Learners
- All Surrey Students
- Children & Youth in Care in Surrey
- Surrey Students with Designations



Grade 7 FSA Reading/Literacy

In the current 2021/22 academic year, 74% of Grade 7 students who participated in FSA Reading/Literacy were on-track or extending. Previously, the percentage of students who were on-track or extending was 77% in 2020/21, 80% in 2019/20, 75% in 2018/19, and 77% in 2017/18. Although participation rates have dropped considerably over the past 5 years, this year's (2021/22) participation rate (44%) was up from last year's (2020/21) 5-year low of 40%.

Within the district, there has been a decline in the rate of students who are on-track or extending over the past five years across all student population subgroups, except **Indigenous Students** who had an increase in percentage who were on-track or extending. In the current 2021/22 academic year, 57% of **Indigenous Students** were on-track or extending, compared to 54% in 2020/21, 69% in 2019/20, 56% in 2018/19, and 67% in 2017/18. It should be noted that FSA participation rates among **Indigenous Students** have decreased by almost half over the past 5 years; however, there was an increase in the current 2021/22 school year (30%), up from 2020/21 (26%). Unfortunately, it is not possible to report the current 2021/22 academic year data for **Indigenous Students** with either on- or off-reserve status.

In the current 2021/22 academic year, **English Language Learners** have an on-track or extending rate of 57%. Comparatively, **English Language Learners** who were on-track or extending were 63% for 2020/21, 71% for 2019/20, 59% for 2018/19, and 65% for 2017/18.

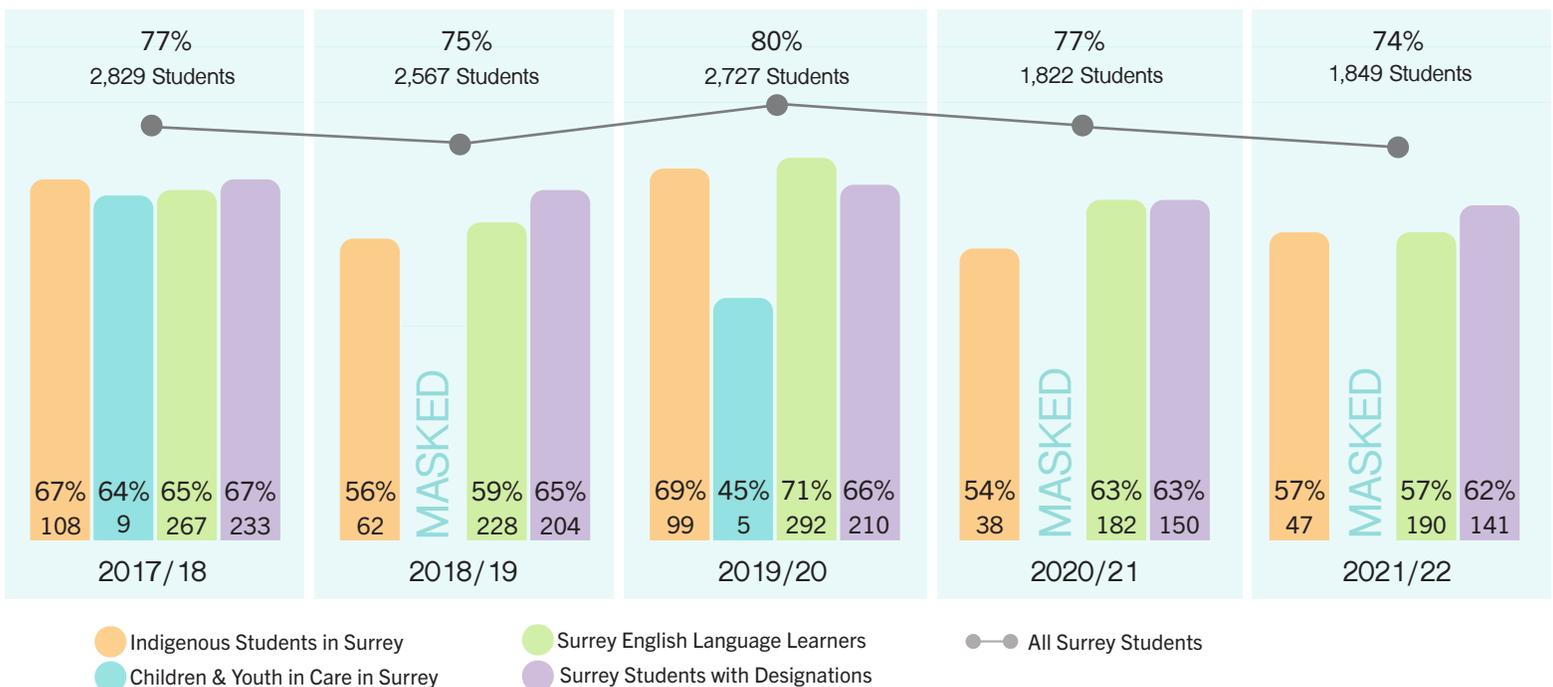
It should be noted that participation rates among **English Language Learners** have fluctuated over the past 5 years. In the current 2021/22 academic year, 42% of **English Language Learners** participated in the FSA Reading/Literacy, up from 35% in 2020/21, which was a five-year low.

It has not been possible to report district-wide Grade 7 FSA Reading/Literacy rates for **Children and Youth in Care** over the past 2 years due to small numbers of participants. In previous years, 45% of **Children and Youth in Care** were on-track or extending in 2019/20, 20% in 2018/19, and 64% in 2017/18.

In the current 2021/22 academic year, 62% of **Students with Designations** were on-track or extending, compared to 63% in 2020/21, 66% in 2019/20, 65% in 2018/19, and 67% in 2017/18. Over the past five-years, the participation rate for **Students with Designations** has generally decreased. In the current 2021/22 academic year, 27% of **Students with Designations** participated, up slightly from 26% in 2020/21, but down from 39% in 2019/20, 40% in 2018/19, and 45% in 2017/18.

Below we provide a break down for each sub-group. See Figure 3 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Reading/Literacy between 2017/18 and 2021/22. Please note, FSA data for **Students with Designations** includes scores for all students with designations.

Figure 3. Percentage and number of Surrey students who are on-track or extending on Grade 7 FSA Reading, 2017/18 - 2020/21 and Grade 7 FSA Literacy, 2021/22



Grade 10 Literacy Assessment

The Grade 10 Literacy Assessment evaluates students' ability to use critical thinking and analysis to make sense of a diverse array of texts, as well as their ability to communicate ideas. The assessment is not based on a specific course, but on literacy learning across multiple subjects. Please note there is only two years of data available for the Grade 10 Literacy Assessment (the 2020/21 and 2019/20 school years).

In the most recent 2020/21 school year, 74% of Surrey students who participated in the Grade 10 Literacy Assessment were on-track or extending. For the previous 2019/20 school year, the percentage of students who were on-track or extending was 74%. Considering participation rates, 77% of students participated in 2020/21, up from 61% in the 2019/20 school year.

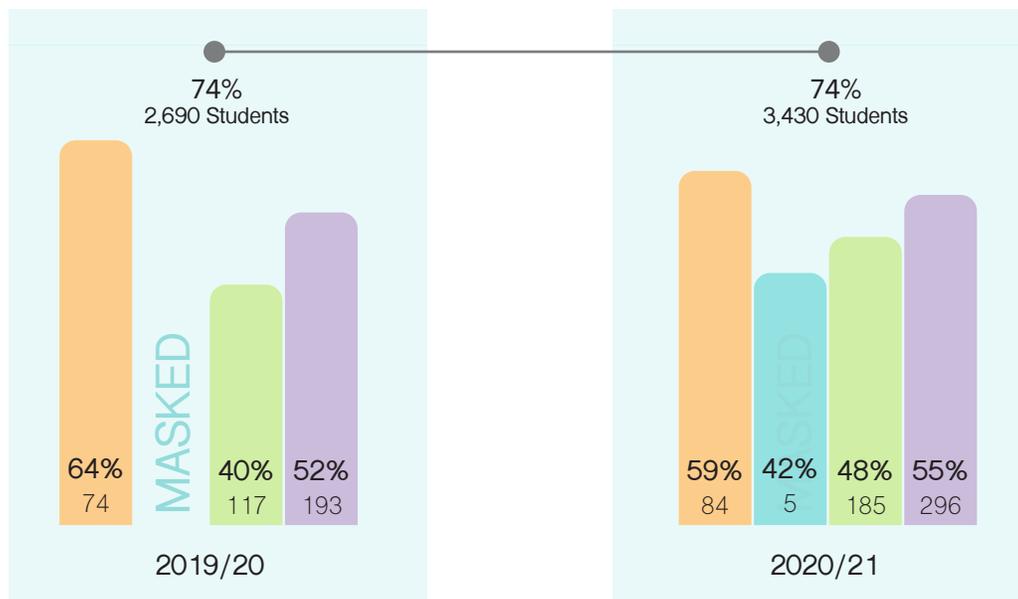
For the 2020/21 school year, 59% of Indigenous Students were on-track or extending, down from 64% in 2019/2020. Participation rates among Indigenous Students was 56% in the 2020/21 school year, up from 41% in 2019/20. Unfortunately, it was not possible to separate and report the on-track or extending rate for Indigenous Students with either on-or off-reserve status.

It has not been possible to report the district-wide Grade 10 Literacy Assessment rates for Children and Youth in Care over the past two years due to small numbers of students.

In the 2020/21 school year, 48% of English Language Learners were on-track or extending, up from 40% in 2019/20. The participation rate among English Language Learners has also improved, as 66% of these students participated in the 2020/21 school year, up from 46% the year prior (2019/20).

In the most recent academic year (2020//21), there were 55% of Students with Designations who were on-track or extending, up from 52% the year prior (2019/20). The participation rate among Students with Designations was 64% for 2020/21, and 47% for 2019/20. Please note, Literacy 10 Assessment data for Students with Designations includes scores for all students with designations.

Figure 4. Percentage and number of Surrey students who are on-track or extending on Grade 10 Literacy, 2019/20 - 2020/21



● Indigenous Students in Surrey
 ● Surrey English Language Learners
 ● All Surrey Students
● Children & Youth in Care in Surrey
 ● Surrey Students with Designations

Numeracy Foundation Skills Assessment

Grade 4 FSA Numeracy

B.C.'s Ministry of Education defines numeracy skills as “the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios.”

In the current 2021/22 school year, 62% of Grade 4 students in Surrey who participated in the FSA Numeracy were on-track or extending. Previously, the percentage of students who were on-track or extending was 64% for 2020/21, 63% for 2019/20, 60% for 2018/19, and 60% for 2017/18. Participation rates for the FSA Numeracy have decreased year-over-year, in part due to the ongoing COVID-19 pandemic. Since the high of 66% in 2017/18, participation rates have continually dropped, although the participation rate for the current 2021/22 year was 44%, up 3% from the 2020/21 school year (41%).

Similarly, each sub-group of students have seen a decline in the percentage of students who are on-track or extending over the past five years (except **English Language Learners**). **Indigenous Students** within the district have seen a decline in the percentage of students who are on-track or extending, with a 5-year low of 37% in the current 2021/22 academic year. Previously, the percentage of **Indigenous Students** who were on-track or extending was at 46% for 2020/21, 41% for both 2019/20 and 2018/19, and 38% for 2017/18. It should be noted that FSA participation rates among **Indigenous Students** have also decreased over the past 5-years, with only 31% of **Indigenous Students** participating in the current 2021/22 academic year. Unfortunately, it was not possible to separate and report the current 2021/22 academic year data for the on-track or extending rate for **Indigenous Students** with either on- or off-reserve status.

English Language Learners within the district have seen an increase over the past 5 years for the proportion of students who are on-track or extending. In the current 2021/22 academic year, **English Language Learners** have an on-track or extending rate of 58%. Comparatively, the percent of **English Language Learners** who were on-track or extending was 57% for 2020/21, 57% for 2019/20,

53% for 2018/19, and 56% for 2017/18. It should be noted that participation rates among **English Language Learners** have fluctuated over the past 5-years, with the current 2021/22 school year participation rate at 43%, an increase from the 40% participation rate in 2020/21.

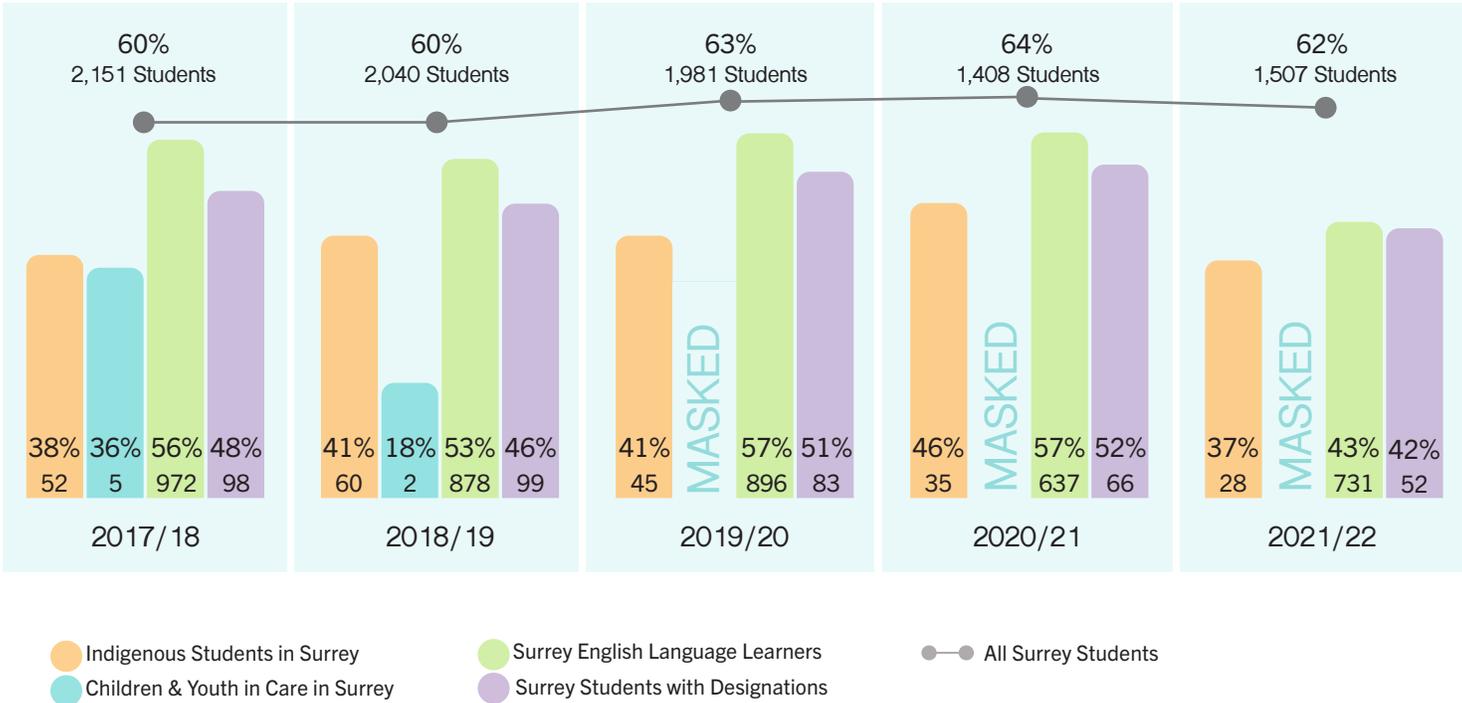
It has not been possible to report the district-wide Grade 4 FSA Numeracy rates for **Children and Youth in Care** over the past 2 years due to small numbers of students. Previously, the number of **Children and Youth in Care** who were on-track or extending was 10% in 2019/20, 18% in 2018/19, and 36% in 2017/18.



Students with Designations have seen a decrease over the past 5-years in the proportion of students who are on-track or extending. In the current academic year (2021/22), 42% of students are on-track or extending, compared to 52% in 2020/21, 51% in 2019/20, 46% in 2018/19, and 48% in 2017/18. The participation rate has also decreased over the past 5-years, although 22% of Students with Designations participated in the 2021/22 academic year, which increased from the 21% in 2020/21.

Figure 5 below provides a breakdown of the percentage and number of Surrey students (by sub-group) who are on-track or extending in Grade 4 FSA Numeracy since the 2017/18 academic year. Please note, FSA data for Students with Designations includes scores for all students with designations.

Figure 5. Percentage and number of Surrey students who are on-track or extending on Grade 4 FSA Numeracy, 2017/18 - 2021/22



Grade 7 FSA Numeracy

In the current 2021/22 school year, 64% of Grade 7 Surrey students who participated in the FSA Numeracy were on-track or extending. Previously, the percentage of students who were on-track or extending was 70% in 2020/21, 67% in 2019/20, 68% in 2018/19, and 66% in 2017/18. Although participation rates have been on a steady decline over the past 5 years, there was a 4% uptake in participation this current 2021/22 academic year (44%), compared to last year (2020/21), a 5-year low (40%).

Similar to overall district data, each sub-group of students has also seen a decline in the percentage of students who are on-track or extending over the past 5 years.

In the current academic year (2021/22), 33% of Indigenous Students were on-track or extending, compared to 47% in 2020/21, 53% in 2019/20, 37% in 2018/19, and 46% in 2017/18. It should be noted that FSA participation rates among Indigenous Students have also decreased over the past 5-years with 29% of students participating in the current 2021/22 year. Unfortunately, it was not possible to separate and report the current 2021/22 academic year data for the on-track or extending rate for Indigenous Students with either on- or off-reserve status.

In the current 2021/22 academic year, English Language Learners have an on-track or extending rate of 53%. Comparatively, English Language Learners who were

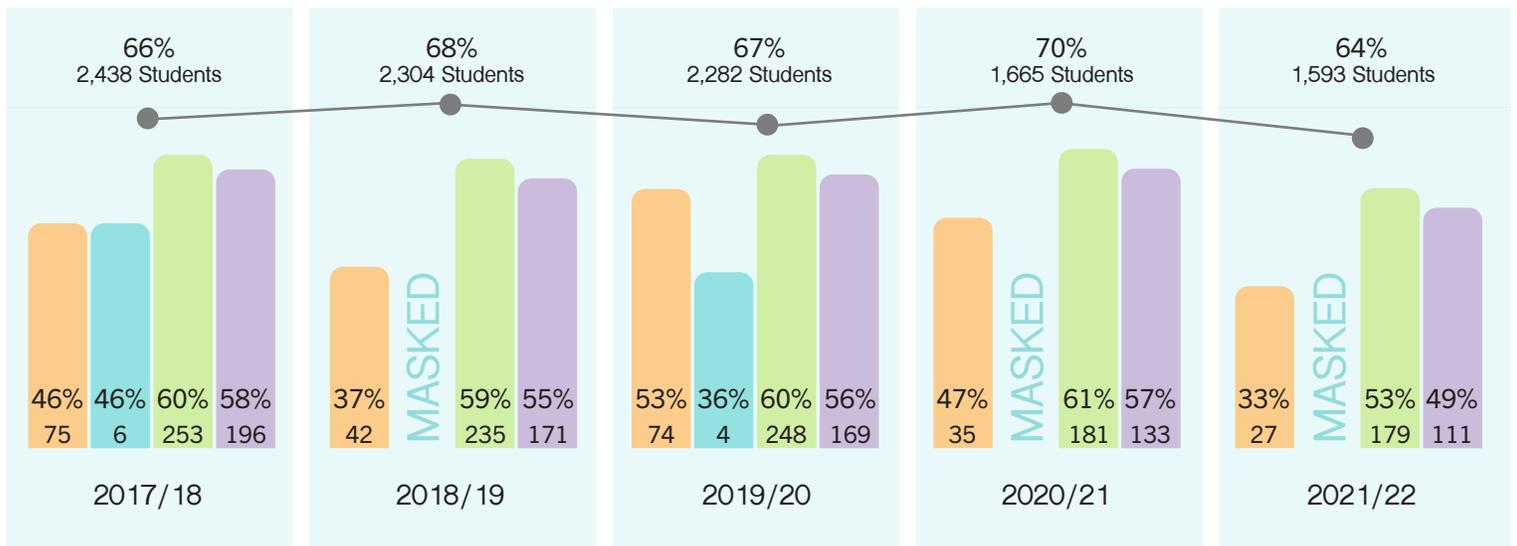
on-track or extending were 61% for 2020/21, 60% for 2019/20, 59% for 2018/19, and 60% for 2017/18. It should be noted that participation rates among **English Language Learners** have fluctuated over the past 5-years, with the current academic year (2021/22) rate of 42% increasing from the 5 year low of 36% in the 2020/21 school year.

It has not been possible to report the district-wide Grade 7 FSA-Numeracy rates for **Children and Youth in Care** in 3 of the past 5 years due to small numbers of students. In previous years, the number of **Children and Youth in Care** students who were on-track or extending was 36% in 2019/20 and 46% in 2017/18.

In the current 2021/22 academic year, 49% of **Students with Designations** are on-track or extending, compared to 57% in 2020/21, 56% in 2019/20, 55% in 2018/19, and 57% in 2017/18. The participation rate for **Students with Designations** this current 2021/22 academic year was 27%, up from 26% in 2020/21. Please note, FSA data for **Students with Designations** includes scores for all students with designations.

See Figure 6 below for a breakdown of the percentage and number of Surrey students, by sub-group, who are on-track or extending in Grade 7 FSA Numeracy between 2017/18 and 2021/22.

Figure 6. Percentage and number of Surrey students who are on-track or extending on Grade 7 FSA Numeracy, 2017/18-2021/22



● Indigenous Students in Surrey
 ● Surrey English Language Learners
 ● All Surrey Students
● Children & Youth in Care in Surrey
 ● Surrey Students with Designations



Grade 10 Numeracy Assessment

The Grade 10 Numeracy Assessment is an evaluation of students' proficiency in their ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in real-world situations. It is not a measure of students' basic mathematical skills of course-specific content. Please note the most recent school year that complete data is available for is the 2020/21 school year.

In the 2020/21 school year, 35% of students who participated in the Grade 10 Numeracy Assessment were on-track or extending. Previously, the percentage of students who were on-track or extending was 39% for 2019/20, 33% for 2018/19, and 35% for 2017/18. Participation rates for the Grade 10 Numeracy assessment have increased year-over-year, with a 4-year high of 80% for the most recent 2020/21 school year.

Approximately 20% of **Indigenous Students** within the district were on-track or extending for the 2020/21 school year. Previously, the percentage of **Indigenous Students** who were on-track or extending was 20% for 2019/20, and 21% in 2018/19. Over the past four years participation rates among **Indigenous Students** has increased, with a 4-year high of 60% for the 2020/21 school year. Please note, it was not possible to report the district wide Grade 10 Numeracy Assessment rates for Indigenous Students in 2017/18 due to small numbers

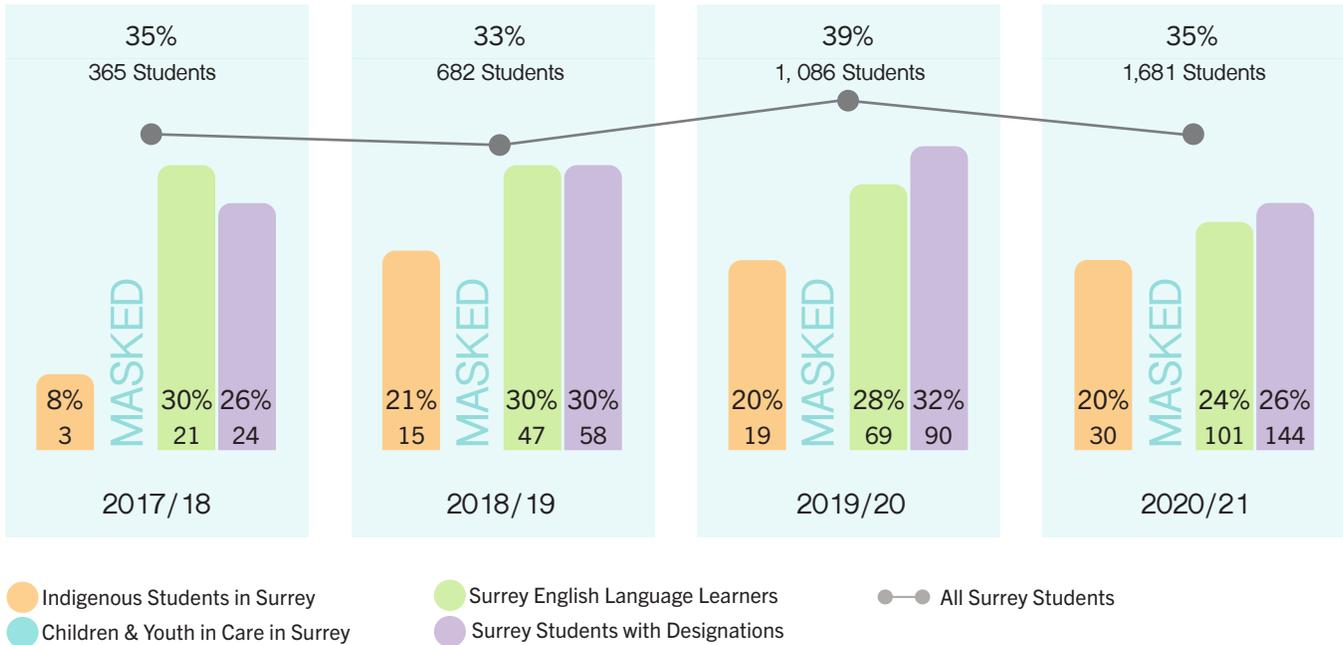
of students. Further, it was not possible to separate and report the data for the on-track or extending rate for **Indigenous Students** with either on-or off-reserve status.

It has not been possible to report the district-wide Grade 10 Numeracy Assessment rates for **Children and Youth in Care** over the past 4-years due to small numbers of students.

Approximately 24% of **English Language Learners** were on-track or extending in the 2020/21 school year. Previously, the percent of **English Language Learners** who were on-track or extending was 28% in 2019/20, and 30% in both 2018/19 and 2017/18. Over the past 4-years, participation rates have increased, with a 4-year high of 73% in the most recent 2020/21 school year.

In the most recent school year 2020/21, 26% of **Students with Designations** were on-track or extending. Previously, the percentage of **Students with Designations** who were on-track or extending was 32% 2019/20, 30% in 2018/19, and 26% in 2017/18. The participation rate for the most recent school year 2020/21 was 66%, a four year high. Please note, Numeracy 10 Assessment data for **Students with Designations** includes scores for all students with designations.

Figure 7. Percentage and number of Surrey students who are on-track or extending on Grade 10 Numeracy, 2017-2021



HUMAN & SOCIAL DEVELOPMENT



DISTRICT SUCCESSES

School and Community Connections: Community-Schools Partnership

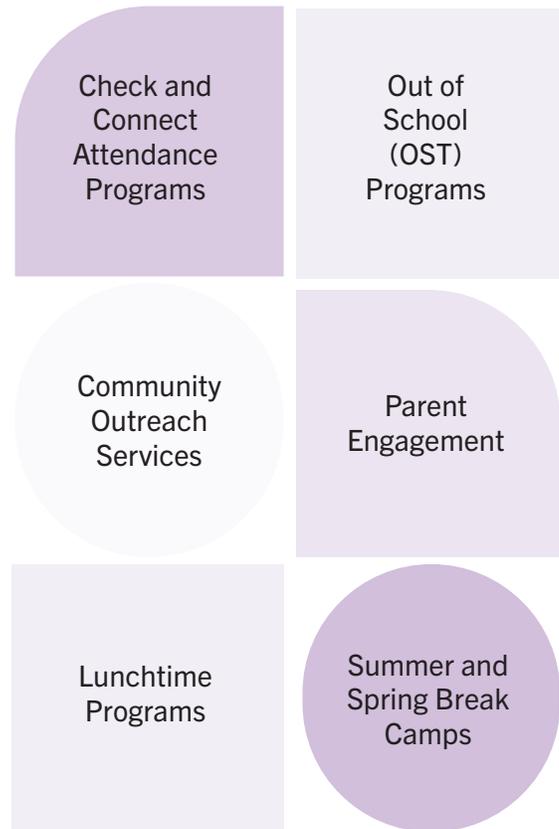
Surrey School District's Community-Schools Partnership (CSP) provides targeted programming, support, and resources to children, youth, and their families who face barriers to accessing programs and supports before, during, and after school. The CSP collaborates in partnership with district departments, community agencies, and partners to deliver enriching learning programs that are innovative and aligned with the BC Ministry of Education Curricular Competencies. The CSP coordinates several initiatives and out of school time programs to meet the needs of diverse families and students in various schools of complexity. CSP's Outreach Workers collaborate with district departments, community agencies and school-based teams support students in effective and inclusive ways. The CSP work primarily consists of supporting children and youth through before and after school programs as well as lunchtime programming. Programs and supports the CSP provides fall within six domains:

Impacts of the Community-Schools Partnership

Students who participated in CSP programs cultivated numerous skills linked with self-efficacy and positive decision-making. The Check and Connect Program, for example, helped to reduce absenteeism among students with the highest number of absences in our district, connecting program participants with school counsellors who served as mentors, working one-on-one to set tangible goals, and to help them develop the ability and capacity to make positive life choices.

On self-report measures, 78% of students agreed that during their program participation, they learned to build skills in conflict resolution, problem solving, developing social skills that would allow them to help others (See table 1). 80% of students reported that program helped them with their digital time and learned a "healthy digital diet". Moreover, 84% of students reported that they feel more connected to their friends, feel connected to their

Programs and Supports the Community-Schools Partnership Department Provide

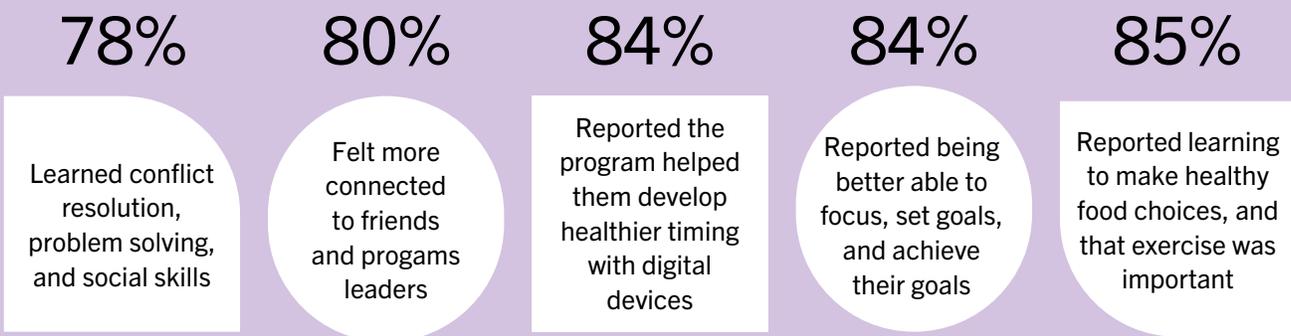


program leaders, and feel they have had at least 3 adults that care about them. 84% of students also reported engaging in goal setting, learning to stay focused, sustaining attention so they could achieve their goals. Finally, students engaged in learning about positive health behaviours, with 85% of students reporting that they learned how to make healthier dietary choices, as well as cultivating an understanding of the importance of physical movement as it relates to physical and mental health.

The CSP supported over 2,650 students in out of school time programs. The CSP hosts 25 different programs and supports, maintaining staff at over 30 schools. The CSP also maintains partnerships with over 40 community organizations and runs programs at locations using community resources at 18 schools.

Additional analyses and outcomes of the Check & Connect Program can be read by clicking on the following link: [Evaluation of the Check & Connect Program, 2020-21](#)

Table 10. Community Schools Partnership: Student self-report of benefits from their time in Community School Partnerships, 2021/2022



School and Community Connections: Welcome Centre

The Surrey School District English Language Learner Welcome Centre welcomes **English Language Learner** students and their families by providing transition supports to ease their integration into the Surrey school system and community. In addition, school staff can access a wide range of resources at the Welcome Centre library to support our **English Language Learner** students with their language needs and integration into the schools.

In 2021/22, services were largely held online for parents due to physical distancing and safety precautions related to the pandemic. In the 2021/22 school year, the Welcome Centre provided support to 10,511 students and families, 4,687 of which were students (see Figure 8). Of that total, 5,873 were new families (see Figure 9).

Figure 8. Number of students and families of students receiving supports during 2021/22*

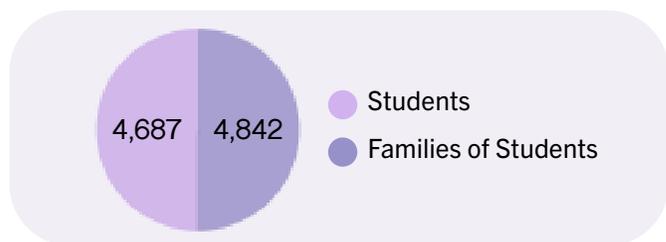
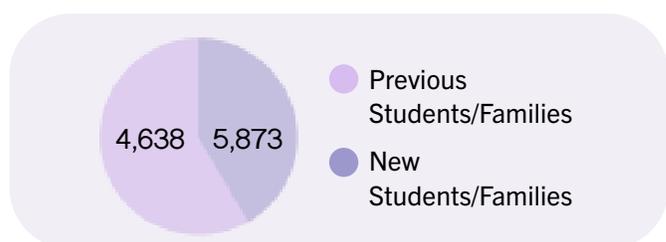


Figure 9. Number of students and families receiving supports prior to and during 2021/22*



*An additional 973 (9.3%) individuals were provided support (e.g., siblings and relatives of students)

Students and Families Supported: Immigration Region

In the last three years, 10,511 students and family members have been supported by the Welcome Centre. Those supported arrived in Canada from a wide range of regions. Students and family supported by the Welcome Centre most often immigrated from South Asia (25.7%), but were also likely to arrive from East Asia (17.7%),

or the Middle East (17.1%). About one in ten (13.6%) students were from the United States, Mexico, or from different parts of Canada. See Table 11 for a breakdown of the regions from which students and families who received support from the Welcome Centre have immigrated from.

Table 11. Regional breakdown of immigrants supported by Welcome Centre Programs

Region	Number of Students and Family	Proportion by Region
Asia - South	2,582	25.7%
Asia - East	1,778	17.7%
Middle Eastern/West Central Asian	1,720	17.1%
North America	1,366	13.6%
Asia - Southeast	832	8.3%
Africa - South and East	561	5.6%
Latin, Central, or South American	426	4.2%
Europe - East	220	2.1%
Africa - Central and West	166	1.7%
Africa - North	127	1.2%
Europe - South	107	1.0%
Caribbean	66	0.6%
Europe - North and West	59	0.5%
Pacific Islands and Oceania	32	0.3%

Students and Families Supported: Immigration Type

Students and families supported by the Welcome Centre arrive to Canada following a diverse set of circumstances. Nearly one in five (19.3%) of students and families supported by the Welcome Centre arrived in British Columbia as Government Assisted Refugees. Additionally, approximately one in ten (9.3%) students and families arrived in Canada under a Family Class Sponsorship.

Many students and families who arrive to the Welcome Centre students, especially from refugee backgrounds, are from areas with limited formal schooling. It is not uncommon to welcome students and families who have limited English proficiency in reading and writing, and experience difficulties navigating Canadian culture and systems. These are essential settlement concerns that are addressed in The Welcome Centre’s Foundations and Bridge Programs. See Table 12 for a breakdown of the specific circumstances surrounding the immigration of students and families by category.

Table 12. Students and families supported by Welcome Centre Programs by Immigration type, 2021/22

Immigration Type	Number of Students/ Family	Percentage of Total
Foreign Worker	2,479	23.6%
Govt. Assisted Refugee	2,024	19.3%
Skilled Worker	1,245	11.8%
Other or Unkown	1,016	9.7%
Family Class	975	9.3%
Born in Canada to one or more immigrant parent	664	6.3%
Foreign Student (non fee-paying)	483	4.6%
Provincial Nominee	443	4.2%
Other Refugee Class	393	3.7%
Refugee Class: Privately Sponsored Refugee	294	2.8%
Business	249	2.4%

Students and Families Supported: Age and Residency Status

The Welcome Centre assisted students and families from a variety of residence statuses in 2021/22. Most commonly, students and families who were assisted fell under the permanent residence immigration type (54.6%).

Temporary residents made up almost one-third (28.2%) of the total number of students and families assisted. See Table 13 for a breakdown of the total number of students and families by residency status who were assisted by the Welcome Centre in 2021/22.

Table 13. Total number of students and families assisted by the Welcome Centre, by residency status, 2021/22

Student/Family Type	Number of Students/Family	Percentage of Total
Permanent Resident	5,738	54.6%
Temporary Resident	2,961	28.2%
Canadian Citizen by Birth	726	6.9%
Naturalized Canadian Citizen	699	6.7%
Other	398	3.7%

In total, the Welcome Centre assisted 4,737 students during the 2021/22 school year. The most common ages of students who received assistance were between the ages of 13 and 17 (21.8%).

The Welcome Centre also assisted 1,284 students between the ages of 9 to 12 (12.2%), and 750 between the ages of 5 to 8 (7.1%). 416 students (4.0%) were pre-kindergarten (see Table 14).

Table 14. Total number of students and families assisted by the Welcome Centre, by age group, 2021/22

Age Group	Number of Students/Family	Percentage of Total
Pre-kindergarten	416	4.0%
Kindergarten to Grade 3	750	7.1%
Grade 4 to Grade 7	1,284	12.2%
Grade 8 to Grade 12	2,287	21.8%
19 to 54	5,444	51.8%
55 and Over	329	3.1%

Students and Families Supported: Years Living in British Columbia

On average, students/family assisted by the Welcome Centre had been living in British Columbia for under one year (30.4%). The Welcome Centre assisted 18.9% of students and families who had been in British Columbia for less than three years, and 40.7% had been in British Columbia for more than three years.

Table 15 provides a breakdown of the total number of students and families assisted by the Welcome Centre by the number of years they have been living in British Columbia.

Table 15. Total number of students and families assisted by the Welcome Centre, by years living in B.C. as of 2020/21

Years in British Columbia	Number of Students/Family	Percentage of Total
Under One Year	3,194	30.4%
One to Three Years	1,982	18.9%
Over Three Years	1,349	33.6%

Bridge Programs

The Bridge Programs are a series of programs facilitated by the Welcome Centre, aimed at immigrant students aged 13 to 19 years within their first three years in Canada. The program is targeted at students who have experienced a significant level of literacy and education gaps; significant social and communication barriers due to language and cultural differences; or mental and emotional issues resulting from traumatic experiences.

The Bridge Program aims to support students in developing meaningful and realistic short and long-term goals regarding further training/education and/or career development. In addition, this program aims to increase settlement support for at-risk/vulnerable immigrant

youth, increase school and community connectedness, and ease the students’ transition into the workplace, back into the school system, or to explore other options.

Between the origin of the Bridge Program in the 2017/18 year and the 2021/22 years, the Bridge Program has assisted 656 students, or 131 students per year (see Figure 10). In 2020/21, the Bridge Program supported 81 students. By contrast, the Bridge Program supported 186 students in 2021/22 nearly doubling the number of students supported. This is likely because of the creation of the Bridge Co-op program, which had not been available to support students prior to the 2021/22 school year.

Figure 10. Annual count of students supported by Bridge, Bridge Co-op, and B2S Programs by year, 2017/18 - 2021/22



Safe Schools

Safe Schools aims to create and implement resources that educate and provide intervention services promoting the safety of Surrey School students, staff, and their families. The Safe Schools Department also collaborates with various community partners to ensure our students have a quality education, role models students can connect with, and support services to unlock their potential to be positive contributors to society. Resources available to students include weekly presentations, focus groups, workshops, counselling services, and websites linking students to important tools and resources.

Safe Schools programs implement a cross-asset approach where programs are administered through the collaboration of health professionals, law enforcement, and educators to ensure that the objectives of Safe Schools programs are attained to the highest degree, while addressing all facets to a specific problem (e.g., at-risk behaviour, bullying, gang involvement, etc.). For example, our Surrey Mobilization and Resiliency Table (SMART) takes a cross-agency collaboration approach by partnering with social services agencies,

education organizations, and law enforcement, among other sectors. The program seeks to address community issues before they require intervention from emergency services or law enforcement. By connecting individuals with critical supports and interventions available in their community, SMART works to lower risk among vulnerable students and families.

Our school district understands that students are better positioned for success when they have access to the curriculum and time away from school is reduced. The Alternative to Suspension program helps address issues that a youth may be experiencing, increasing personal growth of students, self-worth, and motivation as well. Rather than conventional, at-home suspensions, students engage in workshops ranging between 3 to 5 days which address the reason for suspension. Topics for workshops include social-emotional learning, responsible digital citizenship, and internet safety.

The table below provides a brief overview of a few Safe Schools programs offered to students in the Surrey School District.

Table 16. Descriptions of selected Safe School programs in the Surrey School District, 2021/22

<p>Next 100 Years</p>	<p>The Next 100 Years programs matches youth mentors from secondary schools with senior elementary school students in grades 6 and 7, offering weekly presentations and activities that promote a sense of culture, identity, and community. Themes of presentations include identity, culture and diversity, anti-racism, sacrifice, and anti-oppression. Furthermore, the Next 100 Years program offers weekly night presentations for parents on topics that affect not only Surrey youth, but the parents and larger community as well.</p>
<p>Protecting Surrey Schools Together</p>	<p>The Protecting Surrey Schools Together project has established a website for students to actively participate in maintaining the safety of their schools and fellow students by anonymously reporting unsafe activity within their schools. The website also contains additional resources and links for students to gain information on topics such as discrimination and online safety.</p>
<p>Substance Use Liaison</p>	<p>The Substance Use Liaison program provides education, prevention tools, and early intervention for student and families experience substance use. Students deemed to be under the influence of substances at school and or with the possession of such materials will be referred to the Substance Use Liaison; similarly, students are able to approach members of the liaison themselves. Substance use supports and services are confidential services for students who are to some capacity affected by substance use.</p>
<p>WRAParound Program</p>	<p>Through counselling, mentoring, and substance use and mental health supports, the WRAParound Program connects youth who, to their homes and communities when they display problematic behaviours relating to criminality and gang affiliation. Life skills and job trainings are also provided to students with the goals of building a positive lifestyle and a sense of self-worth.</p>

Indigenous Transition Facilitators

To connect with and support our Indigenous learners, especially as they re-engage into a school or program, Surrey Schools' Aboriginal Learning department established the role of Indigenous Transition Facilitators (ITFs). These Indigenous teachers work closely with students, families, community members and organizations, as well as Aboriginal Enhancement Workers (AEWs, who provide socio-emotional learning and academic supports, connect with families, and advocate for students under their care) and other school staffs to engage students who are not finding success in the school system.

With the desire to improve experiences for Indigenous students and families, the district's Aboriginal Learning Department has led an inquiry project to reflect on what Indigenous students and their families need in terms of culturally-responsive and relational supports and how schools engaged with those situations. The research question that guided this inquiry was: "*Why are Indigenous Transitions Facilitators successful at connecting with students and families and what can we learn from that?*" Through a deep inquiry approach of two students and their families, ITFs experiences informed Aboriginal Learning.

One finding was that students who received support from ITFs were provided flexible out-of-school options that helped them to meet graduation requirements. Respectful discussion with students and their families helped ITFs to recognize specific adaptations needed, and provide advocacy for the necessary supports towards student success.

ITFs also supported students who struggled to make connections, especially during online schooling because of Covid. As ITFs collaborated with families and the school-based team (including the classroom teacher, administration, psychologist, counselor, Aboriginal Care Worker, Learning Support Teacher, and EA) to explain Indigenous students' context and needs, they were able to help re-engagement with school and peers.

By exploring the ITFs experiences, Aboriginal Learning considered why ITFs were successful and what the district can learn in terms of connecting with and supporting families.

ITFs were successful not only because they had lived experiences and cultural awareness by being Indigenous. Their success stemmed also from their abilities to work in culturally sensitive and safe ways with empathy and compassion, to listen with care, respect, and dignity, and to offer strengths-based and relational ways of supporting students and families.

This project highlighted that Indigenous students and families need a greater sense of relational connection and community, seek self-reflection from those in school systems, and require culturally-sustaining and equitable practices towards building success for Indigenous learners.

Three sets of recommendations emerged from this project:

First, the recognition from a systemic perspective of the histories and multi-generational traumas that make it challenging for Indigenous students and families within educational systems

Second, a set of recommendations around the need to have welcoming structures, including school-based teams, that listen from a strengths-based space and value all voices

Third, a set of suggestions for practice to support daily acts of reconciliation by better recognizing First People's Principles of Learning across learning contexts

Through these ideas, this inquiry from Aboriginal Learning offered suggestions for how we can come together as a caring community to respectfully support our Indigenous students and families.

Windspeaker

To support Indigenous students towards greater connection with each other and the land, Aboriginal Learning has been organizing the Windspeaker Program for a few years. This year-long program, drawing students from grades 8-12 from across the district, offers outdoor and placed-based learning experiences for cohorts of Indigenous students.

The objectives of the program are to give Indigenous students an opportunity to visit local Nations, meet with elders or other representatives, learn aspects of their local culture, and engage in land-based physical activities. These field trips occur during the school day, once a month and are supervised by Aboriginal Child and Youth Care Workers (who provide socio-emotional learning support, connect with families, and advocate for students under their care). Through these visits, the program provides opportunities for students to develop interpersonal, cultural, and social competencies that harness their diverse meaning making abilities, and builds on our Indigenous students' immense potential. From 2016 to 2022, 349 students have participated in the program. In the 2021/22 school year, 67 students from 18 schools in the district participated in the program.

The learning that is possible outdoors is different than what happens in a school building, often offering students a distinctive sense of belonging to the natural world through experiential learning. Windspeaker activities support our Indigenous students in making meaningful and deep connections with the land through multimodal, holistic learning activities, including: (1) observing and exploring connections with place that comes about by being with and around plants, fire, and water; (2) tending to and connecting with animals; (3) listening to elders' stories; and (4) building cultural competencies through learning languages and songs.

“ I think it's pretty amazing, because of lot of teaching that is given to us, a lot of experiences given to us – that most kids can't get. Because at school they don't give us these learnings and these teachings that this place gave us. Our history is slowly getting lost, so us kids need to help bring it back. ”

-Windspeaker student, 2016/17

While students learn about the traditional territories and cultures on which these program experiences take place, they also develop relationships with each other, their community, and themselves. The program builds interpersonal skills, leadership capacities, and a sense of pride and confidence for Indigenous youth through empowering activities and positive identity building with peers.

“ Teens, they don't always have such good lives in their own homes. And then sometimes when they are here, when they are in Windspeaker they have a family. We all care about each other, we all support each other. And sometimes that makes them feel really happy. ”

-Windspeaker student, 2016/17

The connection to ancestry and traditions, sense of collective wellbeing, and finding out who they are as a person and as a community were crucial components for students to explore their own relationship to their learning. The program aligns with our Aboriginal Learning Department's vision for more targeted work to specifically support Indigenous students as they navigate the education system by providing culturally appropriate, safe, and respectful learning environments within and beyond the classroom.

Figure 11. Number of students participating in Windspeaker, 2016 - 2022



*Enrolment in these two years were impacted by the ongoing Covid pandemic

Student Voice

In pursuit of better understanding students' school experiences – from issues related to educational equity, the learning environment, and mental health – the district positions students as valuable partners who are well-informed and capable of providing future-focused insights related to district challenges.

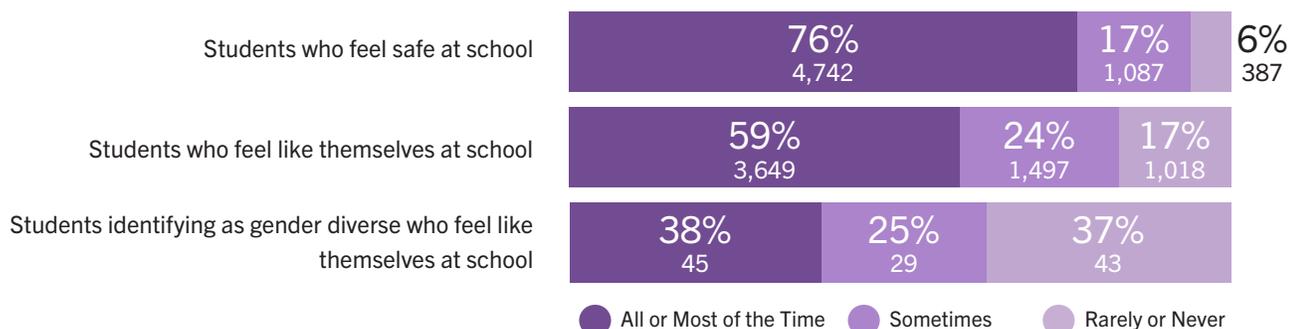
To empower our learners and broaden the discourse told by our provincial data, we connected with students through a Student Voice Survey administered to approximately 6,000 secondary students. A little over 20% of our secondary school student population participated in this survey and there was an even distribution of participants from grades 8 to 12. A few key aspects from students' responses are discussed below.

Safety and Belonging

Feeling able to bring their whole selves and identities is an important part of students' belonging and impacts their learning and wellbeing at school and beyond. A large percentage of students felt both comfortable being themselves at school and felt safe in Surrey Schools

However, for students who identified as being gender diverse, this sense of comfort was lower, pointing to not only a need for deeper listening for their stories but also additional supports and resources to enhance their experiences of safety and belonging (see Figure 12).

Figure 12. Percentage and number of students who feel safe and like themselves at school, 2021/22

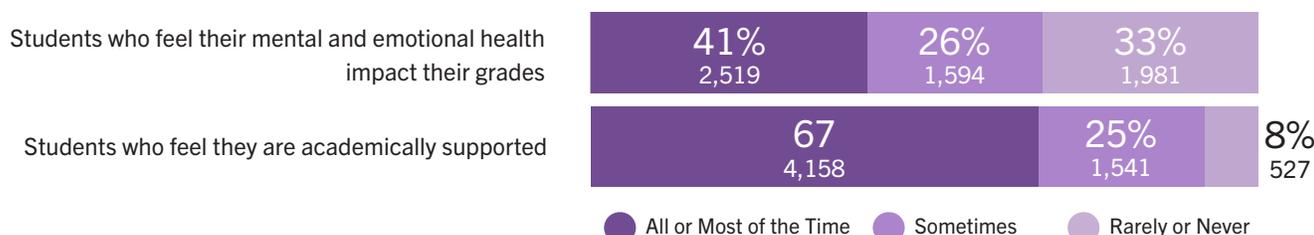


Mental Health Impacts & Academic Supports

Mental health can be described as our state of being to be able to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. Understandably, a number of students reported that their mental and emotional health impacted their grades and school performance.

Understanding how students feel about academic supports offers one perspective into their perceptions of and their relationship with school. A large percentage of students felt academically supported at school and had positive experiences with programs and strategies (see Figure 13).

Figure 13. Percentage and number of students who feel their mental and emotional health impact their grades and who feel academically supported, 2021/22

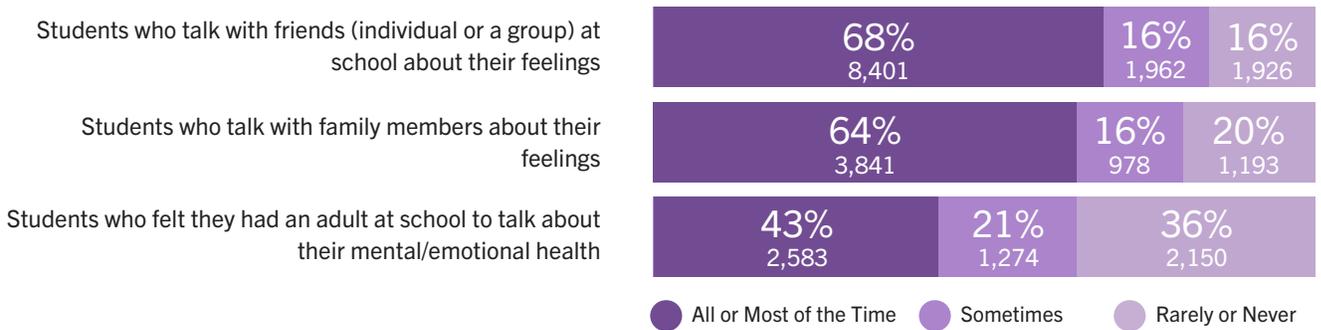


Talking About Mental Health

Relationships with friends and trusted adults is a crucial element in managing and protecting students' mental health. These connections keep students feeling heard and understood, support them to stay grounded, and help offer perspective. Many students felt they enjoyed relationships with peers and family that supported their mental health.

Nevertheless, a significant number of students believed they did not have an adult at school to whom they could reach out for support, and that many school staff did not understand the mental health needs of students (see Figure 14).

Figure 14. Percentage and number of students who feel they can talk with friends, family, and adults at school about their feelings, 2021/22



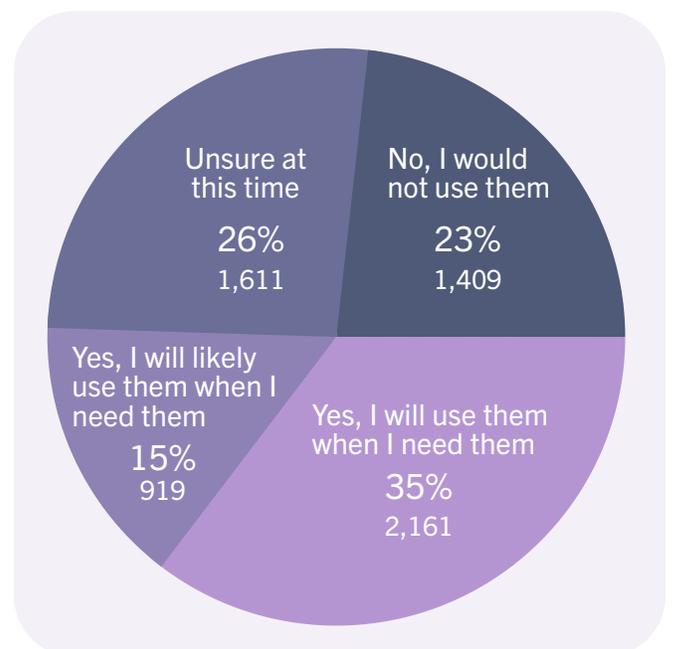
Mental Health Supports & Resources

Students need and access resources and supports in school to manage their mental health and socioemotional wellbeing. These conversations and resources - like books, videos, workshops, apps, assemblies - contribute to fostering resiliency and eliminating stigma through the awareness of mental health.

A large number of students reported listening to or making music (70%) at times when they were feeling stressed or worried. Many others chose to talk with friends (15.3%), while some opted to rejuvenate with hobbies (11.2%) or rest with sleep (10.8%).

Students reported that they would be likely to access resources and supports if more mental health and social and emotional well-being resources were offered at school (see Figure 15).

Figure 15. Percentage and number of students who would use mental health resources if offered at school, 2021/22

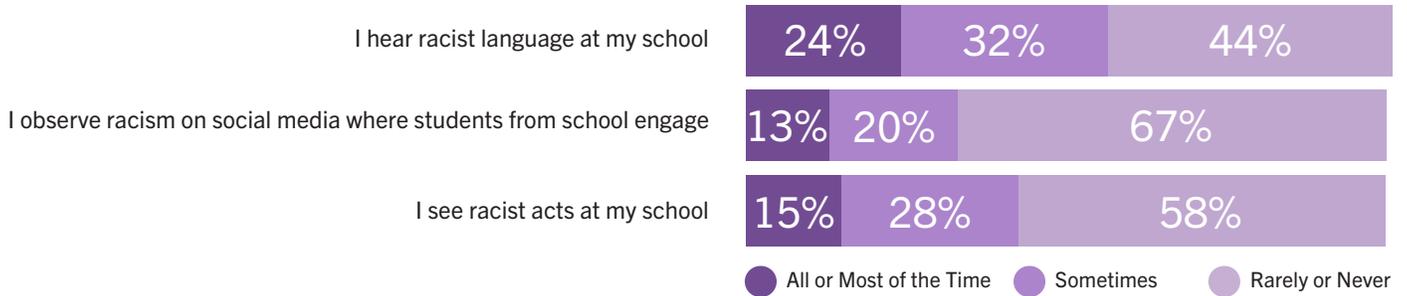


Equity and Racism

Student voices are powerful and offer deep insight into their experiences at school. And, when student stories are heard, it inspires schools to continually improve across a range of areas including how we can make the school environment more equitable and inclusive.

While we are committed to include programs and engage in active learning related to antiracist work, about one-quarter (24%) of students reported hearing racist language at school and 15% of students have reported seeing racist acts at school most or all of the time (see Figure 16).

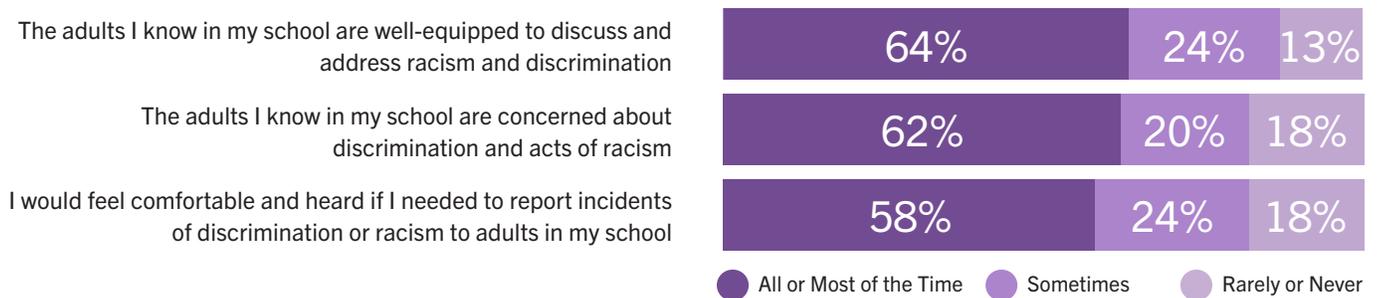
Figure 16. Percentage and number of students who hear and observe racist language in school and on social media where students from school engage, 2021/22



At the same time, six in ten (64%) students felt confident that there were adults in their schools who were aware of racism as an issue and that they were equipped to discuss and deal with these issues.

Similarly, almost six in ten (58%) students felt comfortable and heard if they needed to report incidents of discrimination or racism to adults in their school (see Figure 17).

Figure 17. Percentage and number of students who know adults at school who are equipped and concerned about racism and discrimination and feel they can report incidents of racism and discrimination, 2021/22



Employee Wellbeing

Assessing Employee Wellbeing

The wellbeing of all students and employees throughout the district is critically important. We know that our students' wellbeing is strongly related to the wellbeing of those adults they interact with on a daily basis, which includes coming into contact with any one of our more than 12,000 employees in the school district. In March 2020, a team first comprised of the Employee Health Services (EHS) Department and Building Professional Capacity Department (BPCD) staff (who were also CUPE (Canadian Union of Public Employees), STA (Surrey Teachers' Association) and EPEG staff (Exempt Employee Group) developed and administered the first Employee Wellbeing Survey in the district.

In June 2020, additional CUPE, STA, EPEG staff, and members of the Research and Evaluation Department and Priority Practices Department joined the EWI. The Research and Evaluation Department and Priority Practices Department joined the team, providing support with revisions and administration of the survey, resulting in 1,967 employee responses. The team reported on employee wellness, supports that have been helpful, challenges still being faced, employee needs for September, and what the team will be doing with the results.

As part of a check-in on employee wellbeing, a similar survey was administered in February 2021. The team reported on supports that have been helpful, challenges faced, and needs of employees moving forward.

Forming the EWI Committee: A Systems Approach to Addressing Employee Wellbeing

Research underpinned by bioecological systems theory has shown that when parts of a system are unwell, it impacts all other systems no matter how proximal or distal those systems are from each other. We know the wellbeing of students and employees, families, and broader community are interconnected and if we are concerned with student wellbeing, it is necessary to be concerned about our employee's wellbeing.

The EWI Committee was formed in November 2021 to begin working collaboratively on ways we can learn more about employee wellness in our district and to take a systems approach to assessing and addressing employee wellbeing. Our multi-departmental and union-represented committee was formed not only to learn about How Are Our Employees Doing? but to be able to use the information we gain to take action together. The primary intent of the EWI was to understand the wellbeing of our employees and to systematically prioritize and identify resources to serve their needs. Understanding the needs and wellbeing of employees can provide a strategic roadmap for improving the workplace environment.

It further allows us to focus our direction in employing the right drivers to cultivate collaborative culture, revolutionize learning, and develop internal capacity for securing internal and external accountability.



The overarching actions and practices of the EWI Committee were guided by the goals and objectives set by their respective associations, unions, and department groups. Our actions and practices diverge at times but converge at the point of promoting and safeguarding the welfare and wellbeing of all employees. Promoting employee wellbeing further allows our schools to effectively provide supportive working and learning environments for students and employees to thrive. Understanding employee wellbeing can allow us to gain a better understanding of how we are all working together in service to the broader district vision to prepare our learners to think creatively and critically, communicate skillfully, and demonstrate care for self and others.

Each committee representative was part of an association or department with distinct objectives and activities that impact the wellbeing of the tens of thousands of students and employees learning and working across Surrey School District. The EWI Committee included representatives from the following departments, unions, and associations:



The EWI Committee was guided by an Action Plan that outlined the activities, deliverables, timelines, and roles of committee members. The primary deliverable of the EWI was the development of the Employee Wellness Survey, which is currently being piloted and will be administered in the 2022/23 academic year. The EWI Committee undertook an exhaustive literature review to identify relevant employee wellbeing instruments for the purposes of selecting appropriate domains to be included in the instrument(s) (e.g., surveys, focus groups, etc.).



An analysis of wellbeing domains and sub-domains curated from surveys in the extant literature led to the selection of eight primary domains and 25 associated sub-domains. The following are the 8 domains related to workplace experience:

Members of the EWI Committee met to select relevant items for inclusion in the survey instrument. Items have been revised to ensure they address the context and experiences of our employees. As the EWI Committee work shifts to the Human Resources Department for integration into the broader Surrey School District’s Employee Wellness Framework, our district continues to plan, design, and implement resources across the district that aim to improve employee wellbeing.

Table 17. Employee wellbeing survey domains and sub-domains, 2022/23

Domain	Sub-Domain
EMOTIONAL WELLNESS	Positive Affect, Negative Affect, Emotional Exhaustion
EQUITY-DRIVEN WELLNESS	Identity Safe Workplace, Equitable Workplace
FINANCIAL WELLNESS	Financial Security & Financial Equity
WORKPLACE WELLNESS (Environment)	a. Work Autonomy b. Meaningful Work c. Work-Life Balance d. Work Performance & Satisfaction f. Professional Efficacy
OCCUPATIONAL & WORKPLACE WELLNESS (Growth & Development)	a. Professional Development & Training Opportunities b. Career Advancement & Pathways c. Mutual Commitment
WORKPLACE WELLNESS (Relationships)	a. Managerial Support b. Co-Worker Relationships c. Other Workplace Relationships
PERSONAL LIFE WELLNESS	Personal Relationships, Life Satisfaction, Use of Leisure Time
PHYSICAL WELLNESS	Physical Health Conditions, Physical Vitality & Exhaustion, Physical Self-Image

With support from the Research and Evaluation Department, our district will spatially map data neighbourhood-by-neighbourhood and link data with student’ wellbeing scores derived from the Early Years and Middle Years Development Instruments, our district’s Student Voice Survey, and the provincial Student Learning Survey.

Our vision is that this system-wide approach to assessing employee wellbeing will better position the district to understand how our students and employees are doing over time and target resources where they are needed so the health and wellness of all those who learn, work, and play in the Surrey School District.

PROVINCIAL DATA

Assessing Student Wellbeing Early Development Instrument

Children’s early development can have long-lasting impacts on their school engagement and achievement, social and emotional competencies, and overall quality of life. Thus, it is important to identify potential vulnerabilities within this stage of development to ensure appropriate programs and resources are allocated where they will be most impactful. This is why Surrey Schools supports the administration of the Early Development Instrument (EDI).

The EDI is a holistic questionnaire completed by Kindergarten teachers to measure children’s early child development across five domains: (1) Physical Health and Well-Being; (2) Social Competence; (3) Emotional Maturity; (4) Language and Cognitive Development; and (5) Communication Skills and General Knowledge. These domains are good predictors of adolescent and adult health, education, and social outcomes.

Results on EDI Subscales

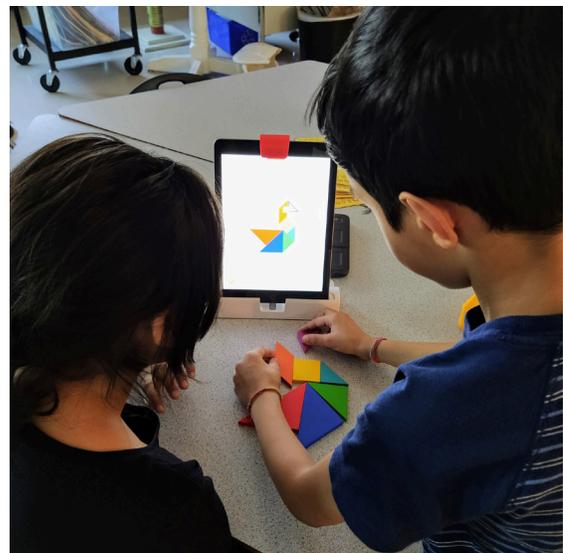
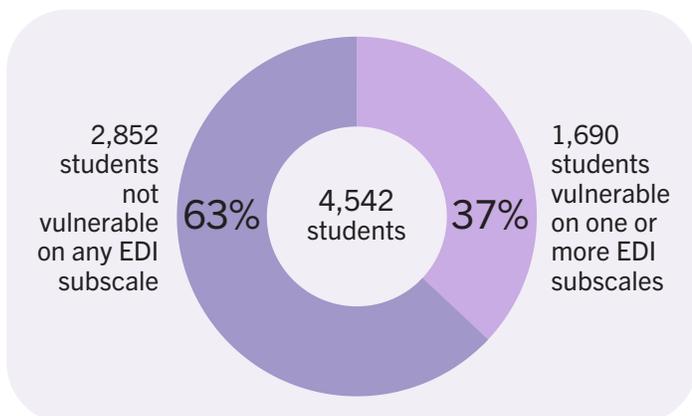
Data is collected in “waves,” which are 2- to 3-year data collection periods. Eight waves of data have been collected since 2001. See Table 18 for a breakdown of the number of Surrey students who have participated in each wave of data collection since Wave 4 (beginning in 2009).

Data collection for Wave 8 resulted in 297 teachers completing the EDI for 4,542 of our Kindergarten students, representing 88% of the Kindergarten students in our district. Of the 4,542 students assessed, nearly two-thirds (63%) were not vulnerable on any measure (see Figure 18).

Table 18. Number of kindergarteners with EDI scores, 2020/21

Data Collection Wave	Number of Kindergarteners with EDI Scores
Wave 4	4,605
Wave 5	4,978
Wave 6	5,082
Wave 7	5,105
Wave 8	4,542

Figure 18. Percentage and number of Surrey students identified as vulnerable on one or more EDI subscales, 2020/21



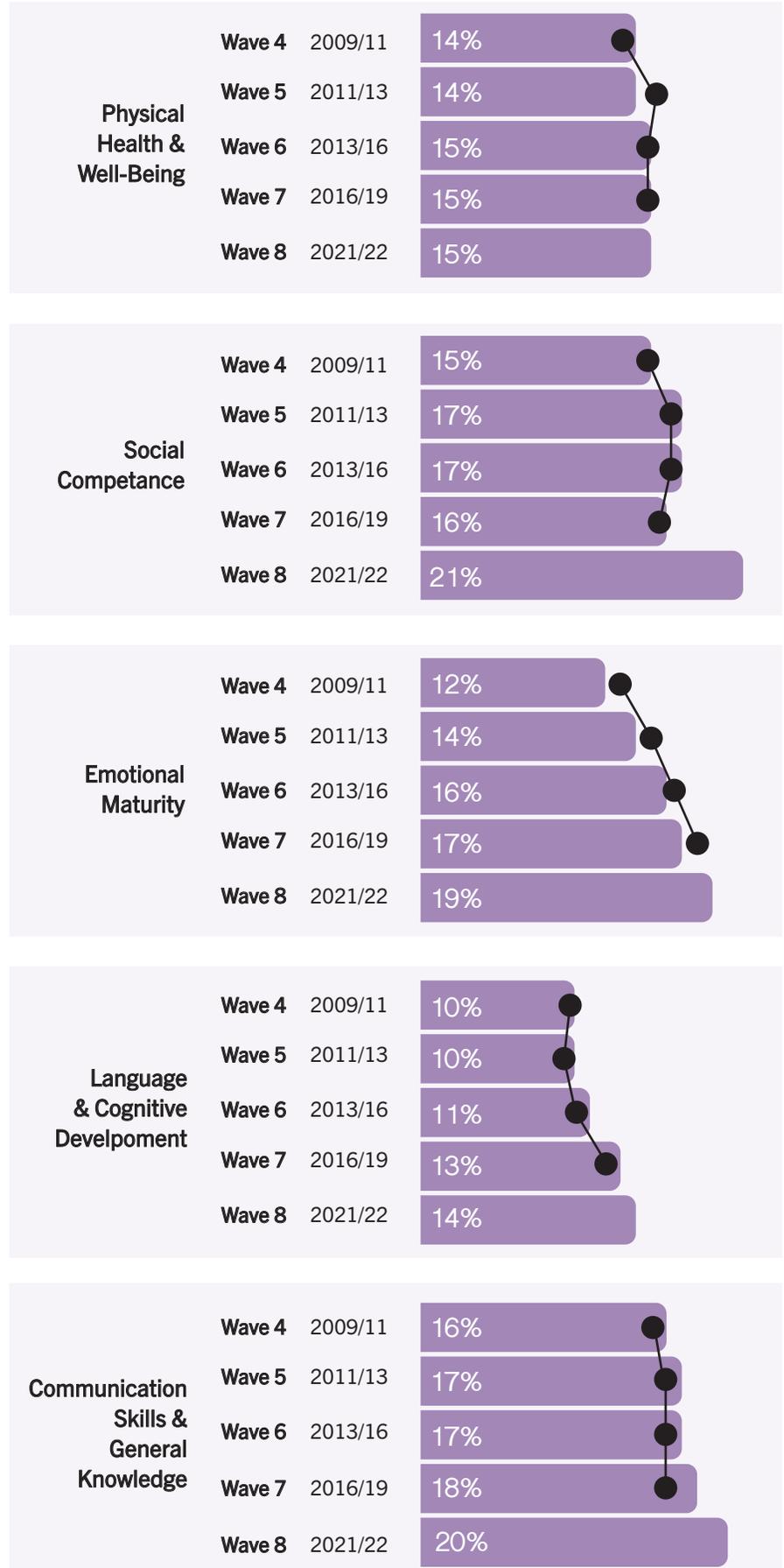
Across the five subscales, the greatest percentage of students were vulnerable on the Social Competence subscale (21%) and the lowest percentage of students were vulnerable on the Language and Cognitive Development subscale (14%) (see Figure 19).

Since Wave 4, there has been a slight increase in the percentage of Surrey Kindergarten students who are vulnerable on each of the five subscales. This is generally consistent with the provincial trend (note that provincial data is not yet available for Wave 8). Overall, the percentage of Surrey students vulnerable on the Emotional Maturity subscale has tended to fall below the provincial average percentage of students vulnerable on this subscale across each of the data collection waves (see Figure 19).



- Surrey Students
- B.C. Public School Students

Figure 19. Percentage of Surrey and all B.C. students who were vulnerable on the five subscales between Wave 4 and Wave 8, 2021/22



Assessing Student Wellbeing Middle Years Development Instrument

The cognitive, social, and emotional development that occurs throughout the middle years is critical to children’s success in adolescence and adulthood. During this period, children develop a deeper awareness of themselves and others. This, coupled with their well-being throughout the middle years, is foundational to their lifelong identity and contributes to their ability to maintain healthy relationships, make good decisions, and learn. Children’s positive relationships to peers and adults is especially important to school and life success.

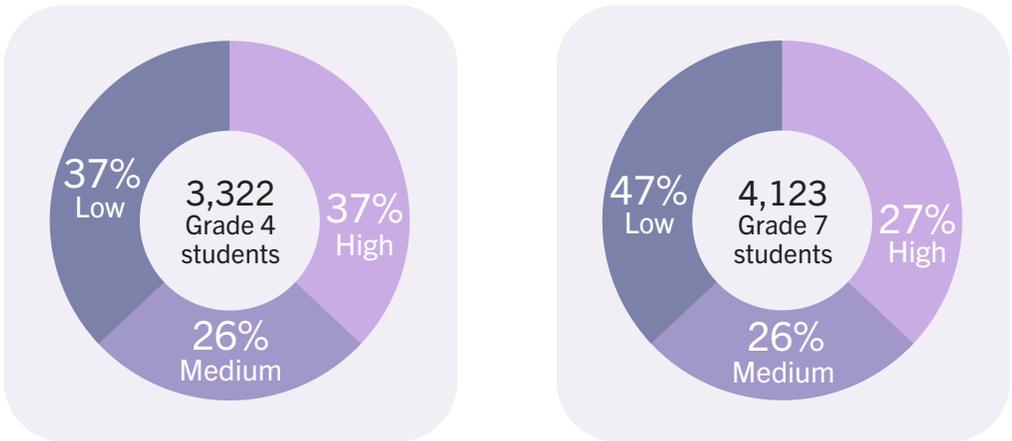
To assess children’s social and emotional development, well-being, and health during the middle years, Surrey Schools sponsors the administration of the Middle Years Development Instrument (MDI). The MDI is a self-report questionnaire that assesses Grade 4 to Grade 8 students’ thoughts, feelings, and experiences in their school and community across five areas of development: (1) Social and Emotional Development; (2) Physical Health and Well-Being; (3) Connectedness; (4) Use of After-School Time; and (5) School Experiences. MDI items are aggregated into two indices.

Results on MDI Sub-scales

The Well-Being Index combines scores from five measures of children’s physical health and social and emotional development that are essential during the middle years: (1) Optimism; (2) Happiness; (3) Self-Esteem; (4) Absence of Sadness; and (5) General Health. Children’s scores are categorized into one of three levels of well-being: low, medium, or high.

In 2020/21, 3,322 Grade 4 Surrey students completed the MDI, representing 61% of all Grade 4 students in our district. In the same year, 4,123 of Surrey Grade 7 students completed the MDI, representing 69% of Grade 7 students in our district. Nearly two-thirds (63%) of our participating Grade 4 students and over half (53%) of our participating Grade 7 students had a medium to high level of Well-Being (see Figure 20).

Figure 20. MDI Well-Being Index for Grade 4 and Grade 7 students in Surrey Schools, 2020/21



Of the five measures included in this index, the largest percentage of participating Grade 7 students (85%) and Grade 4 students (93%) were considered medium or high in Well-Being on the Self-Esteem measure (see Table 19).

Table 19. Percentage of Grade 4 and Grade 7 Surrey students who scored low, medium, or high on the Well-Being Index Measures, 2020/21

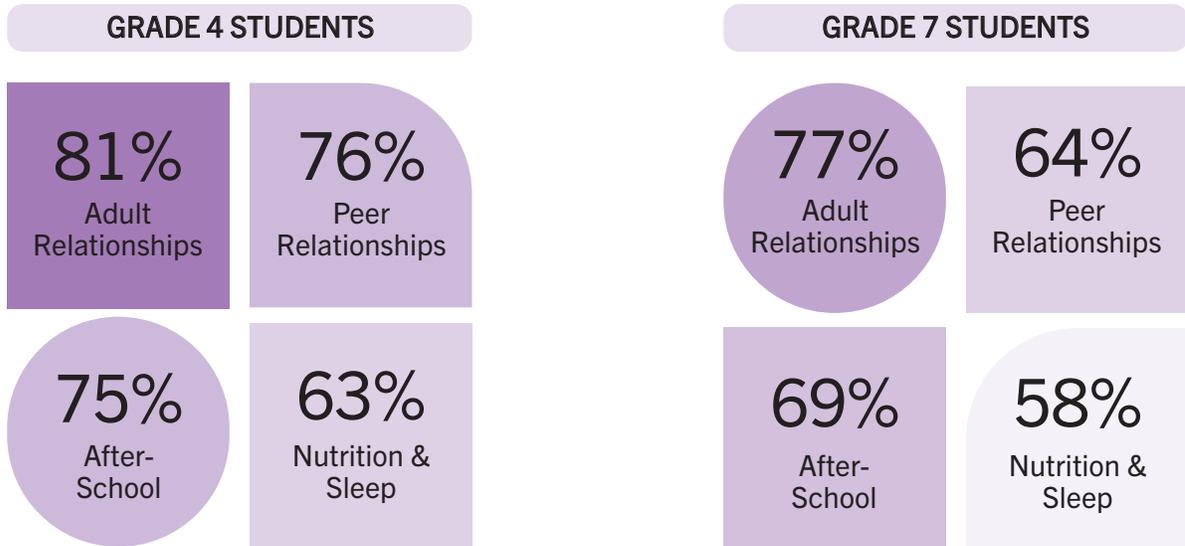
GRADE 4 STUDENTS				GRADE 7 STUDENTS			
Domain	High	Medium	Low	Domain	High	Medium	Low
Optimism	43%	35%	23%	Optimism	59%	28%	13%
Happiness	46%	32%	22%	Happiness	61%	28%	11%
Self-Esteem	61%	24%	15%	Self-Esteem	78%	15%	7%
Absence of Sadness	43%	32%	25%	Absence of Sadness	51%	31%	18%
General Health	31%	48%	21%	General Health	42%	47%	11%

Assets Index

The Assets Index combines MDI measures that reflect positive experiences, relationships, or behaviours that are present in children’s lives across four domains: (1) Peer Relationships; (2) Adult Relationships; (3) After-School Activities; and (4) Nutrition and Sleep. These assets contribute to children’s well-being. Peer relationships were the greatest asset in the lives of Grade 4 students (81%) and Grade 7 students (77%), reflecting students’ sense of belonging and connectedness to

their peers. Alternatively, Nutrition and Sleep were least present in the lives of Grade 4 students (63%) and Grade 7 students (58%). This suggests that students were less likely to eat breakfast, have meals with family, and sleep well on a regular basis compared to the other assets in their lives. Table 20 depicts the percentages of Grade 4 and Grade 7 students who indicated that an asset was present in their lives.

Table 20. MDI Assets Index for Grade 4 and Grade 7 students in Surrey Schools, 2020/21

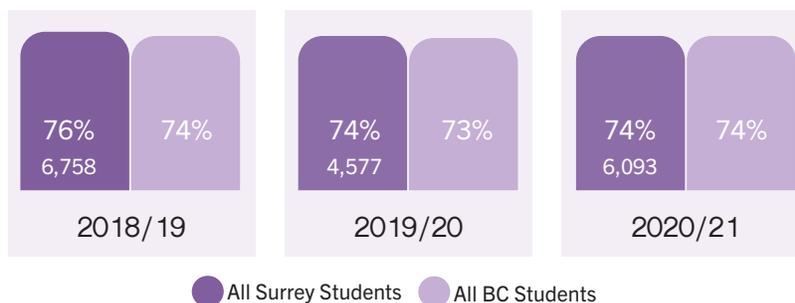


Student Learning Survey (SLS)

Feeling safe at school is essential to educational performance and psychological wellbeing. Each year, a provincially-administered Student Learning Survey is administered to students in Grade 4, 7, 10 and 12.

Since 2018/19, roughly three-quarters of our students have reported feeling safe at school. This has either met or exceeded the provincial average percentage of all students who feel safe at school each year (see Figure 21).

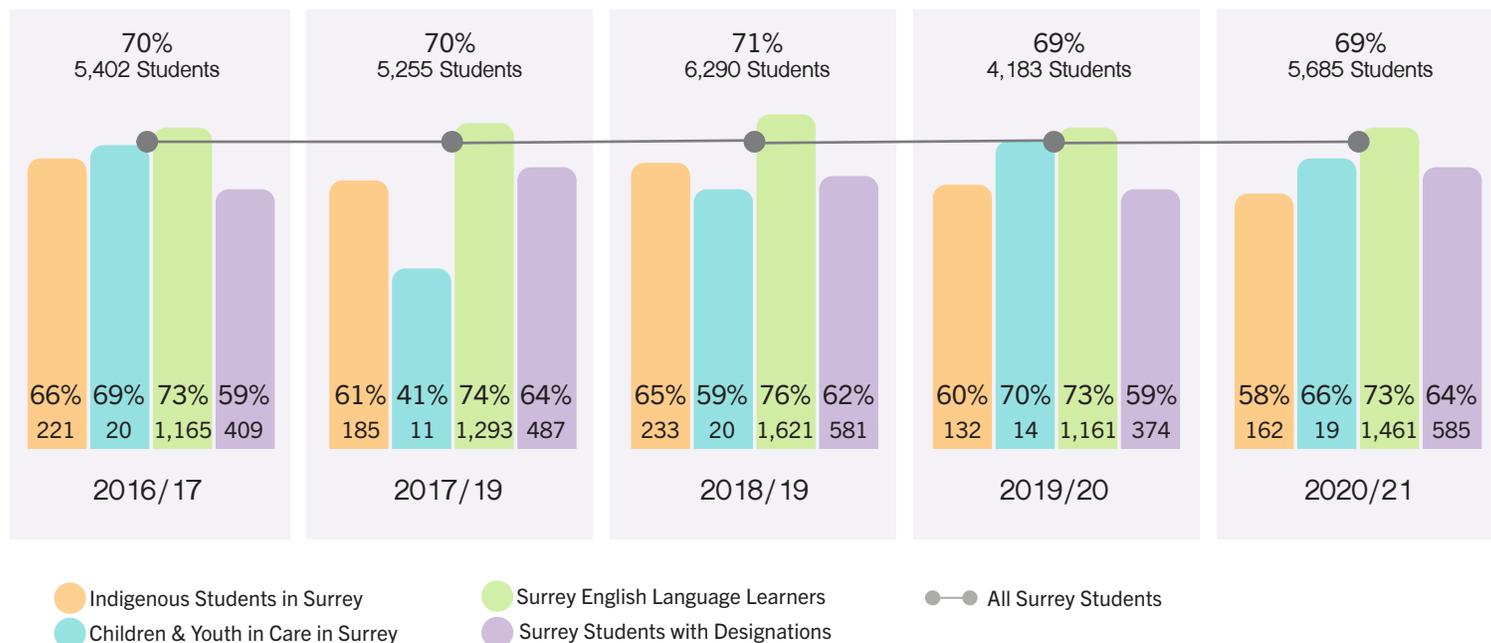
Figure 21. Percentage and number of Surrey students who feel safe at school, 2018/19-2020/21



Creating an inclusive, welcoming space for students makes them feel safe and supported. Over the past five years, the percentage of all Surrey students who often or always feel welcome at school has remained relatively stable with a five-year average of 70%. This has either met or exceeded the provincial average percentage each year. See Figure 22 for a breakdown of the percentage of students who often or always feel welcome at school between 2016/17 and 2020/21.

The percentage of **Indigenous students** who have indicated that they often or always feel welcome at school has decreased from 66% to 58% between 2016/17 and 2020/21. In 2020/21, 64% of **Students with Designations** felt welcome at school, which was five percentage points higher than the percentage of **Students with Designations** who felt welcome at school in 2019/20 (59%). The percentage of **English Language Learners** who indicated that they feel welcome at school has fluctuated between 73% and 76% since the 2016/17 school year.

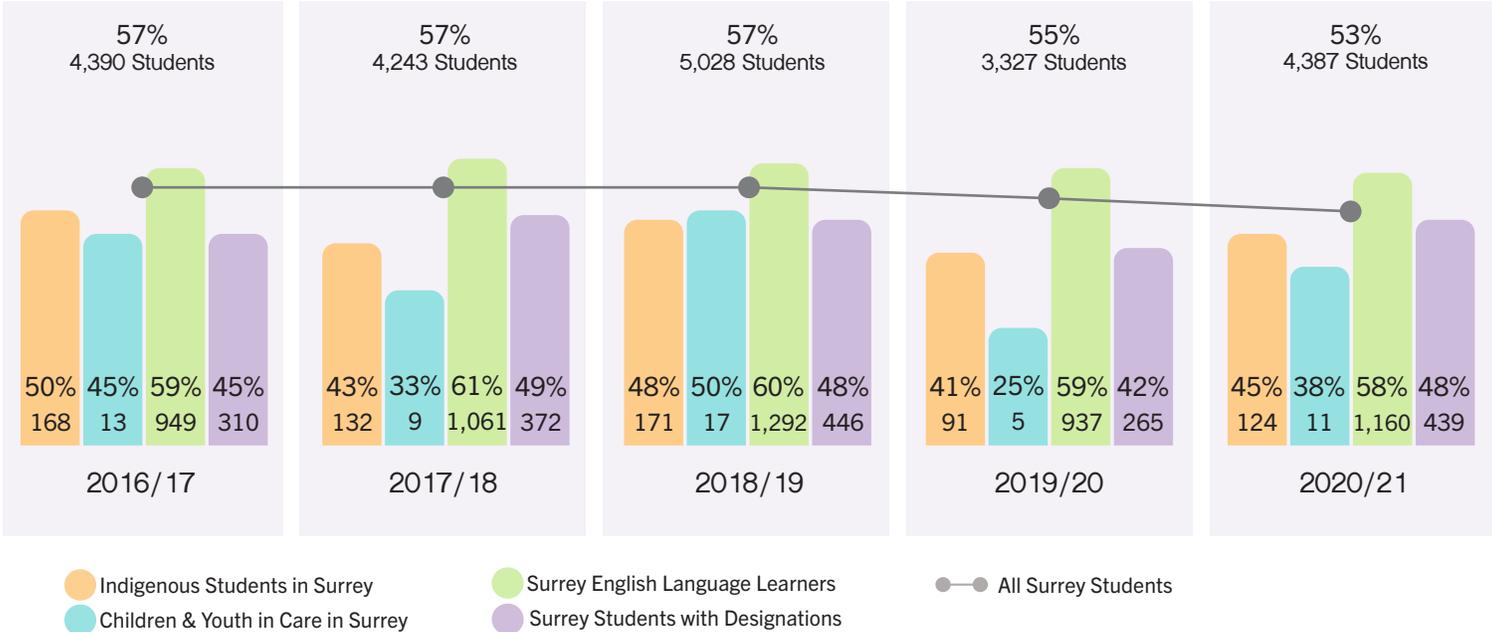
Figure 22. Percentage and number of Surrey students who often or always feel welcome at school, 2016/17-2020/21



School belongingness is fundamental to children’s quality of life in and outside of school. Research has demonstrated that school belongingness is associated with greater social and emotional well-being, fewer mental health problems, and better educational outcomes. Since 2016/17, the percentage of all Surrey students who often or always feel a sense of belonging at school has slightly decreased from 57% to 53% (see Figure 23).

The percentage of **English Language Learners** who often or always feel a sense of belonging at school has ranged between 58% and 61% over the past five years, which has exceeded the provincial average percentage each year. Between 2019/20 and 2020/21, the percentage of **Students with Designations** who often or always feel a sense of belonging at school increased from 42% to 48%. Similarly, the percentage of **Indigenous students** who often or always reported feeling a sense of belonging at school increased from 41% to 45% between the 2019/20 and 2020/21 school years.

Figure 23. Percentage and number of Surrey students who feel they often or always belong at school, 2016/17-2020/21



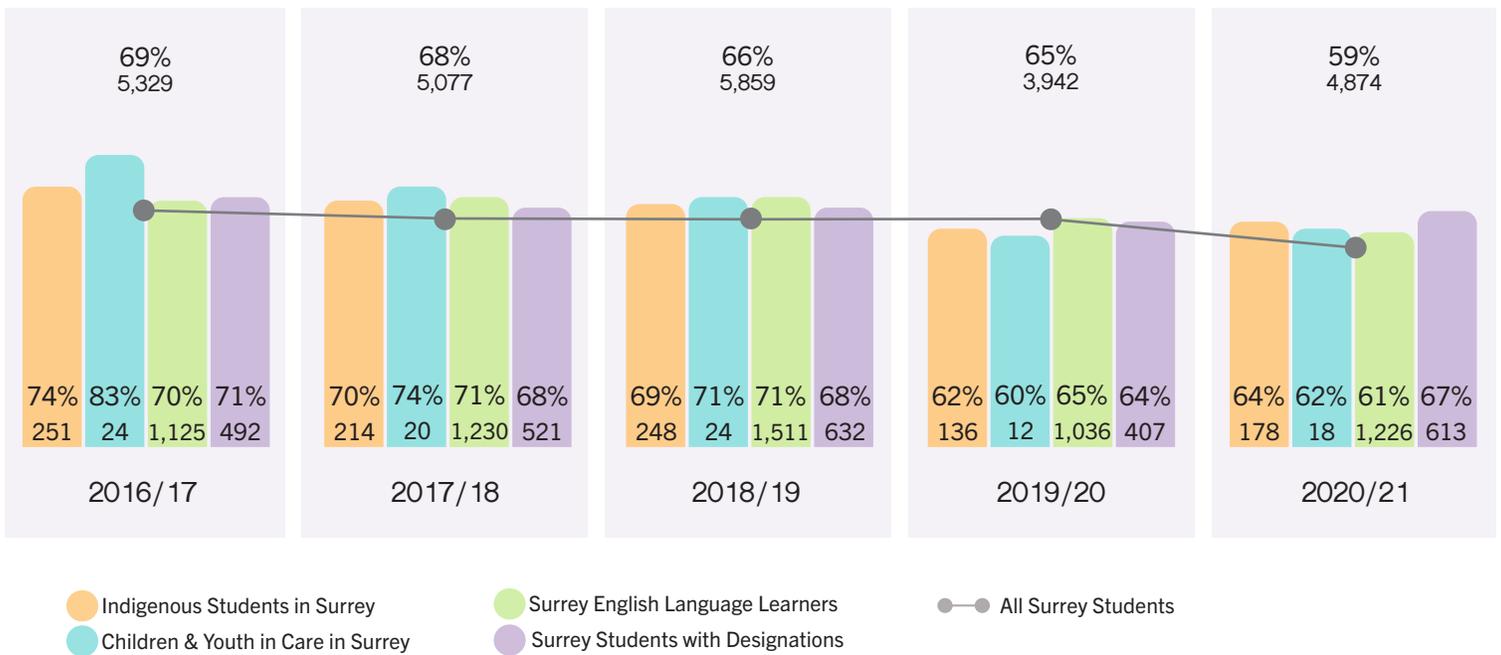
The COVID-19 pandemic has had negative and lasting impacts on students’ well-being and feelings of connectedness to peers and adults in their schools. We suspect that this contributes to the declines we have seen in students’ sense of school belonging, feeling welcome at school, and feelings of having at least two adults at school who care about them. This year, we have expanded our SEL Lead Initiative to 53 schools to improve students’ social and emotional well-being.

A single caring adult, whether they are a family member, coach, teacher, an elder, or a neighbor, can positively influence a child’s life and promote resilience. Positive relationships with adults at school are especially important given how much time children spend in school. Children’s relationships with adults in their school have been found to contribute to students’ school engagement and achievement, self-esteem, and well-being.

Over the past five years, the percentage of all Surrey students who feel they have at least two adults at school who care about them has decreased from 69% to 59%. In four out of five of these years, the percentage of **Indigenous students**, **Children and Youth in Care**, and **English Language Learners** who felt there were at least two adults at school who care about them exceeded the percentage of all Surrey students who felt this way.

In 2020/21, **Students with Designations** reported the highest rates of feeling like there were at least two adults at school who care about them compared to all other subgroups and all Surrey students.

Figure 24. Percentage and number of Surrey students who feel at least two adults care about them at school, 2016/17-2020/21



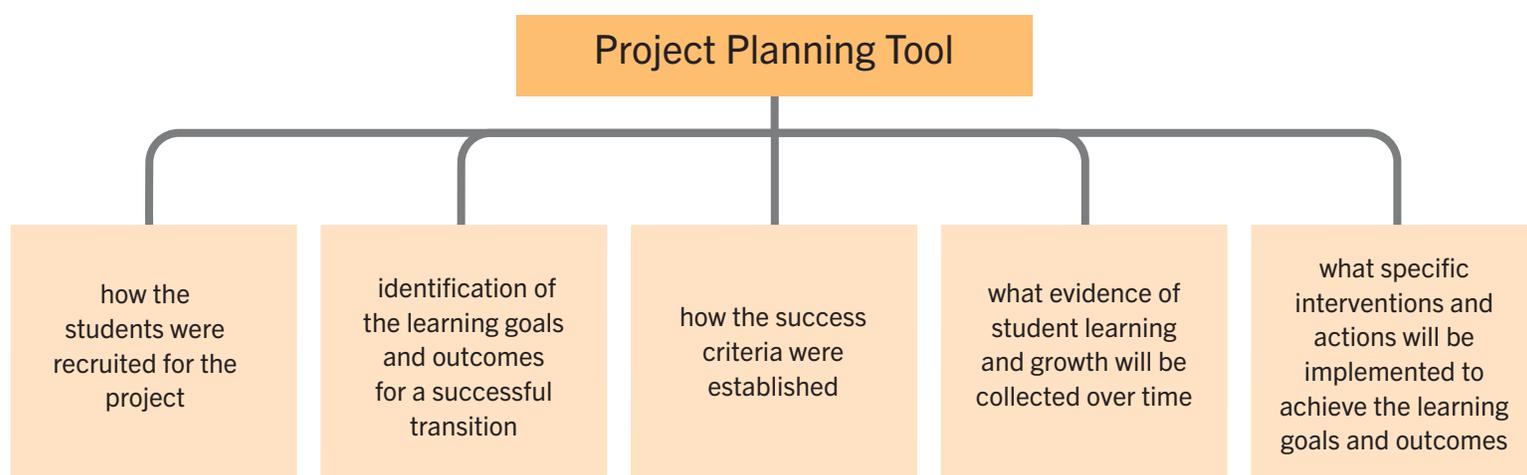
SCHOOL TRANSITIONS & CAREER EDUCATION



DISTRICT SUCCESSES

Transition Initiatives in Secondary Schools

During the 2021/22 school year, 22 secondary schools implemented the Transitions project. Towards the end of the school year, each of these participating schools was requested to share their project planning tool. Below are the five sections of the project planning tool that this initiative aimed to understand.



In addition to the planning tool, school leaders were also requested to reflect upon the following five questions:

- What have you learned this year through this process?
- What have you learned about your learners?
- What is your plan for next year?
- How will you identify the learners you will look to support?
- Now that you know what this work entails, what will you do differently?

In the next section, we present a synthesis of the qualitative data and information received from 13 schools, including key findings and themes that emerged from the analysis of the project planning tools, leadership reflection notes, and their plans for the next school year.

Students Cohort – Identification Process and Recruitment

Every school had set up a referral process to assess and recommend students for the Transitions Planning Cohort 2021/22. The referral process included discussion and assessment of students' needs to provide recommendations for their recruitment and participation. Although each school had an individualized referral process, we found that the process across these schools included referrals and recommendations from a variety of individuals including the school administrators, counselors, classroom teachers, and the Transitions teachers from the previous years. At some schools, the referral process also included recommendations from BASES (Building Academic, Social, and Employment Skills) teachers, student support meetings, youth care workers, Indigenous Graduation Advocates, and learning support teams.



In alignment with the overarching objectives of the Transition Initiatives, the sole focus of all the schools was to positively impact the learning of those students who may be at risk of not successfully transitioning between grade levels or from Grade 12 into a post-secondary institution or a career. By and large, all schools included students who were in grade level 8 or above. A few schools also included grade 7 students who required additional academic assistance. To identify and select students who were at risk of successfully transitioning between grade levels, schools used a host of parameters and indicators to strengthen their determination process. These factors were contextual to each school and were used in different combinations.

To make student determination, most schools gathered documentary evidence through attendance records, and previous and current report cards, as well as through exploratory/investigative evidence by soliciting feedback about students' social-emotional wellbeing, classroom participation, and habits from PLC, staff, and teachers. We also found that schools leveraged other platforms and information sources to gather evidence for making student determination. Schools gathered additional evidence and information from an array of data sources including but not limited to articulation notes, ACES scores, referring to student files for their demographic information and understanding their conduct data, talking one-on-one with the student, and reaching out to previous classroom teachers to identify past behaviour and participation patterns.

These determination factors include:

students who were within 10% of passing a course required for graduation

students who do not have a case manager

students who were already on caseloads, including those who had special and diverse learning needs

students identified as **Indigenous**, **English Language Learners**, or **Children and Youth in Care**

students who currently do not receive additional support but may benefit from the extra support

students who were in danger of dropping out of school

Student Profile

While the Transitions cohort at each school was geared towards supporting students to successfully transition between grade levels, schools did encounter a wide range of academic and social-emotional needs between students within their respective cohorts. By

analyzing each school's planning tool, we gained a deeper understanding of the recruited students' characteristics and needs. The students enrolled in the Transitions initiative portrayed one or more of the following characteristics.



Learning Goals, Focus Actions, & Interventions

Each school had identified its individual learning goals and outcomes that reflected the diverse student composition that existed within their respective cohort. Anchored to the end goal of having students successfully transition between grade levels, each participating school had identified its focus action and interventions that prioritized supporting students' developmental needs. An analysis of these learning goals, focus actions, and interventions highlighted

four themes – **social and emotional competencies**; **commitment to academic learning and achievement**; **empowerment**; and **positive support**. These themes capture the values and beliefs with which the Transitions project supported students to successfully grow as learners and responsible members of their school community.

Social & Emotional Competencies

A prominent theme was the emphasis on the development of social-emotional skills of the students. By analyzing school reports and documentation it was evident that schools laid significant emphasis on developing social-emotional skills in students. Schools emphasized the need for the students to (a) interact effectively with their peers and teachers, (b) self-regulate

and manage their own emotions, and (c) cope with existing or new situations. To help students improve their social and emotional competencies in these areas, schools' focus actions included interventions such as weekly check-ins with students, undertaking classroom observations to check in on students and offer support when needed, and creating a dedicated space for a quiet break from the classroom.

Commitment to Academic Learning & Achievement

A second theme was rooted in the values around instilling in students' a sense of the lasting importance of learning and a belief in their own abilities. To improve students' academic learning and skills or positively impact grade level/post-high school life transitions, schools took up diverse, innovative ways to impact students' learning. For example, to support Indigenous students in successfully transitioning between grades, one of the school's learning goals was,

Schools had also designed individualized action plans that were unique to each student as well as had Transitions built into their schedule by creating enrolling and non-enrolling blocks, offering independent study classes, and establishing daily routines to help support students in meeting their needs and learning goals.

“ to positively impact learning for students to encompass and interweave Indigenous ways of knowing that will transition schools from disconnection and lack of relevancy to a place of reconciliation and a model of resilience. ”



Positive Support

A third theme focused on how schools worked to create a caring, encouraging environment. Transitions projects at schools emphasized the need for and importance of having students surrounded by people who love, care for, appreciate, and accept them. To create a caring school climate, schools' learning goals focused on improving student's sense of belonging by (a) helping students establish connections with adults who they feel

would support and trust them, (b) developing positive, stronger student-teacher relationships, (c) providing higher levels of resource support through counselors, mentorship, identifying and connecting students with community members who have similar interest, and (d) creating a safe place for students to share their personal stories, learning journeys, and for having courageous conversations.

Empowerment

A final theme focused on the need for making students feel valued and valuable. Students feel empowered when they feel safe, respected, and heard. Since the inception of the project, getting to know each student's unique identity and needs was crucial.

We found Empowerment as a continuous thread in each of the above themes as well as throughout the learning goals and outcomes that were established by each school.



Evidence of Student Growth & Learning

Throughout the project cycle, evidence was gathered by the schools to gauge the project's progress and its impact on the students. In addition to tracking and following up on students' attendance records and academic report cards, every school leveraged multiple sources of data

that not only informed how their learning goals were met but also allowed them to track the progress of every participating student. These sources of evidence were analyzed under the major categories provided below.

Student Check-in Tools

Schools used student check-in tools for a variety of use, including but not limited to planning and organizing schoolwork that needed to be completed, developing daily/weekly learning plans, and helping students identify self-management tools and skills. Schools also developed weekly check-in templates that included aspects related to school attendance, social-emotional well-being, connectedness to school, academic achievement, and reflection on goals, accomplishments, and challenges.

Reflective Practice

The primary intent of having reflective practices was to generate in students an awareness and understanding of their own thought processes and actions. Throughout the project, students were given opportunities to engage in reflective practices. These reflective practices were strongly tied to their respective goals and learning processes. Through one-on-one conversations, small group sessions, and reflection journals, students were continuously engaged in conversations around their ways of learning, self-awareness, setting short- and long-term goals, as well as reviewing their progress with the Transitions teacher.

Self-Assessment Survey

Self-assessment surveys were administered multiple times throughout the project to gauge how students are self-regulating and managing themselves. Students' responses to these surveys also served as a pathway for engaging with them in follow-up conversations and helped encourage them to reflect on and identify how their emotions influence their academics, social relationships, behavior, and decision-making process.

Teacher Feedback

Feedback from teachers was pivotal in the Transitions project lifecycle. At various touchpoints, the Transitions support teachers provided updates and feedback on students' progress. To do so, the Transitions teachers did regular check-ins with classroom teachers, counseling, administrators, parents, and students. Across schools, the feedback was provided at different time points, for example, every 3-4 weeks, at the beginning or end of the semester, through teacher reflection journals or notes, or via mid- and end-term forms.

One-On-One Conversations with Students

The Transitions teachers connected one-on-one conversations with every student to focus on their respective needs and goals. These ongoing conversations that occurred daily, weekly, and on monthly basis facilitated goal setting process, ascertained social-emotional well-being as well as reinforced conversation related to success criteria.

Student Artifacts

Direct evidence from students was gathered and analyzed by every school in many ways. Schools collected and analyzed samples of students' coursework assignments that demonstrated growth in their targeted areas of development. When asked to reflect on their participation in the Transitions project, a student wrote, "It is a safe place where you can catch up on work and get help. You also may make a few friends. Transitions has also helped calm down my anxiety by being in a smaller and safer environment". Receiving such direct reflections from students on their participation also served as an indicator of their positive perception and experience in the Transitions project. Besides these, students' experience was also collected and analyzed through video recordings of talking circles and student letters that narrated their experiences related to the support that they received through the project intervention.

Other Sources of Evidence

Throughout the project, schools continuously strived to learn from several sources about how their students are doing. In addition to the major categories of evidence, we also found several other methods through which schools gathered evidence of students' learning and growth. This includes:

Feedback and communication with parents and families

Observing student behaviors during regular class activities

Analyzing formative and summative assessments

Gathering anecdotal feedback through discussions with classroom teachers, counselors, youth care workers, and building administrators

Checking students' projects and presentations as well as assignments from their other classesworkers, and building administrators

Leadership Reflections

School leadership shared deeper insights on various aspects of the implemented project. Looking back and reflecting on how the project was implemented provided significant learning for the school leadership and the Transitions team. From analyzing the reflection notes it is evident that not only did this reflection exercise help the

school leadership in reviewing the Transitions process but also guided them in informing their plans for the next school year. Analyzing these reflections highlighted ten core components that school leaders felt were essential to support their students' learning and development trajectories.

1. Establishing daily routine and tracking of students through monitoring and feedback on their attendance records, making classroom visits for observation and support, and providing Transitions block for students to drop in and reach out for support from Transitions teachers

2. Having a more systematic approach to communication between classroom teachers and Transitions teachers on matters related to student attendance and assigned classwork

3. Having the Transitions teacher function as a facilitator between students, parents, classroom teachers, administrators, and other supporting individuals was effective

7. Implementing the Transitions project requires a dedicated space as well as assistance in identifying community resources to overcome challenges that arise from diverse students' needs

4. Creating a safe and supportive environment for students to feel connected, belong, and trusted is key. While every student's situation and challenges were unique, they need similar things – love, support, and someone on their side

5. Understanding and designing an inclusive classroom instruction that can benefit a diverse group of learners

6. Strengthening (or formalizing) the student identification and selection process for effective management of cohort students and to allow for better focus and concentrated efforts in supporting their development

8. Investing time in building a strong relationship with each student is a key to their active participation and a successful transition

9. Keeping students continuously engaged and connected to school is critical for students to experience academic success

10. Implementing the Transitions project requires a higher level of patience and courage to work with the students to provide them the required support and flexibility in their schedules as well as platforms and opportunities to be heard, seen, supported, and build connections

Looking Ahead

Reflecting on the learnings from the last year, schools provided a broader outlook on their plans for the next school year. The learnings and insights gathered from the last year's execution served as a springboard for the

schools to identify their focus areas and priorities. As schools look ahead to implement the Transitions project next year, we found that schools laid significant emphasis on

(a) **improving the Transitions block time and schedules**

(b) **re/evaluating the existing programmatic content, and**

(c) **strengthening the student identification and yearlong support process.**

For **improving the Transitions block time**, schools were looking at the existing structure to identify possibilities that could enable them to:

resolve the struggles of connecting with students due to conflicting schedules that arise especially when students are required to be present in a particular class

provide additional enrolled/non-enrolled blocks each semester

prioritize Transitions block assignment based on student support referrals or to those who are not responding to the existing support system (i.e., counselors, youthcare workers)

offer an enrolled supportive learning transitions block in the junior grades

split the Transitions block to provide specialized, subject-specific (e.g., Math or Science) support through additional Transitions teachers

Another major plan for the schools is to **strengthen the existing programmatic offering and its content**. Schools laid emphasis on re/evaluating what changes and adaptations they can do in their current programming so that the students see more success in the next year. These changes and adaptations aim to:

increase collaboration with the internal and external community to explore more connections, learning, and post-high school progression for students

emphasize behavioral expectations and executive functioning skills from the beginning of the school year

help transition students to be independent learners and capable of self-advocacy

enroll Grade 10-12 students in Transitions as a credit course

provide ongoing tasks that students can work on during their spare time

Schools highlighted the need for **strengthening the student identification process and providing a yearlong support structure** to the students. Schools' plans for the next year include:

Meeting with junior and senior grades teachers to identify possible student candidates based on student last year's performance

Focusing on the at-risk students and exploring the possibility to expand the cohort, wherever possible

Taking a more proactive approach in supporting students by identifying challenges based on student history and areas that need improvement

Increasing the provision of one-on-one and small group learning to enable Transitions teacher to connect well with all the students

Reaching out to the students from the last year's cohort who would like to continue needing Transitions support

Meeting with students at the beginning of the school year to have them reflect on their previous year's learning challenges and collaboratively plan strategies that can assist them to succeed

When schools were asked to provide their thoughts about what the student determination process would be like for the next school year, we found that all the schools would follow a similar process as implemented in the previous year. Schools would continue the involvement

of administrators, classroom and Transitions teachers, counselors, youth care workers, and other teams, departments, and staff members to identify and recruit students. Schools were also exploring other options for recruitment, including:

reopening the dialogue about what grade level(s) would benefit the most from the Transitions support

creating an open referral system for all staff to refer students

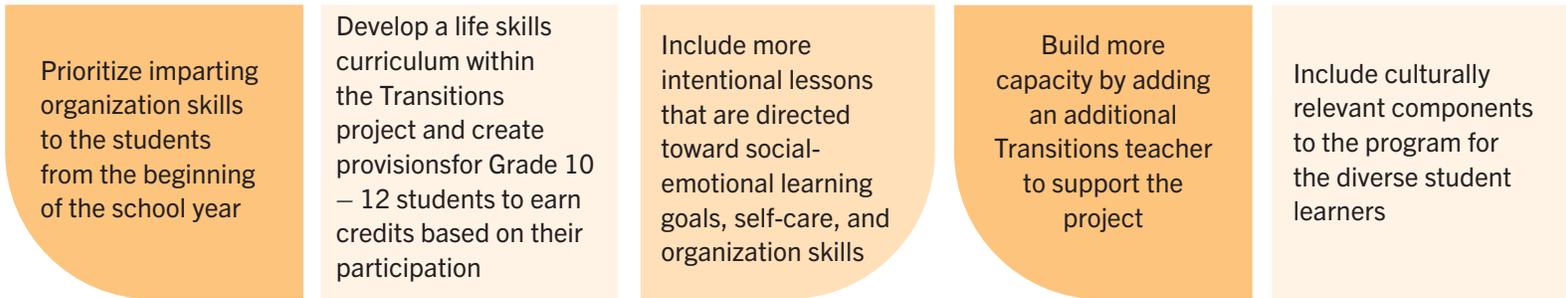
interviewing students prior to their enrollment

working with transitions teachers, counselors, and administrators to determine enrollment and the needs of current Transitions students

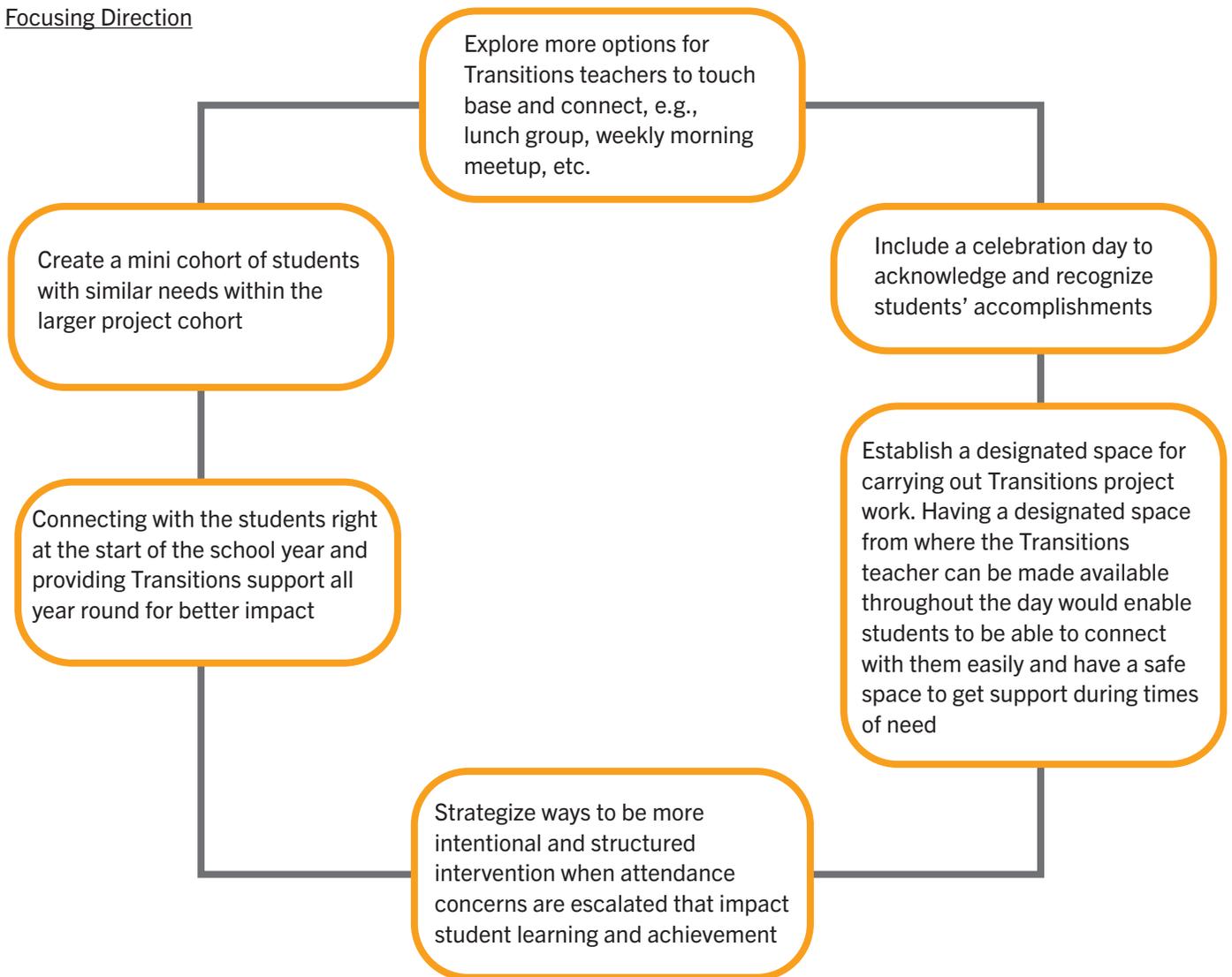
In addition to the school plans, schools also mentioned that they would continue to engage with the students through reflective practices, find meaningful ways to improve communication and engagement between students and classroom teachers, and continuously

reflect and evaluate the Transitions project through direct evidence. Schools also mentioned exploring meaningful activities, interventions, and processes that they would do it differently to strengthen the impact of the overall project. This includes:

Deepening Learning



Focusing Direction



Cultivating Collaborative Cultures

- Develop a better system to see what classwork students are missing from their other classes

- Design a more formal process of communication that allows the Transitions teacher to connect with classroom teachers to let them know whenever any student reaches out to the Transitions teacher

- Provide classroom teachers with clearer and more explicit details of what students in the Transitions cohort will be working on. This will enable classroom teachers to adapt their work and teaching to accommodate those students' needs

- Develop a system to determine and communicate attendance more effectively, especially when students are out of their classrooms for Transitions support and are marked absent or vice-versa

- Increase parental/family involvement early in the project to help students complete home- and schoolwork

- A focus on building capacity by fostering adult connections outside of the Transitions project

Securing Accountability

Generate awareness and a better understanding among teachers, staff, and students about how the program works in meeting the needs of its students

Strengthen ways for assessing and documenting the impact of the overall project



Indigenous Woodcarving

To support **Indigenous students** in culturally responsive ways and advance towards graduation, an after school First Nations Westcoast Carving Course was initiated by our Aboriginal Learning Department in partnership with Continuing Learning in 2017-18. Since then, this course, drawing 24 students from Grades 11-12 each term from across the district (from mainstream classes, learning centers, and district programs) has served as an introduction to woodcarving. As students met twice a week after school from 3:30 -7:30 pm, they learned about Indigenous carving, and strengthened their own identities.

Taught by Indigenous carvers from local nations, students learned how to make paddles, used wood carving tools and techniques, and created their own culturally rooted pieces. Apart from woodcarvers, the course also invited other Indigenous artists into the classroom, including soap carvers, button makers, visual artists, weavers, and those teaching students to help heal through smudging. These artists brought with them cultural teachings and stories from their lives and communities that engaged and inspired students. As they participated in the course, researched artists from their nations for projects, and created West Coast art relevant to their background, the students were able to bring their whole selves and learn about their histories.

With the enhancements brought in by various artists, the course evolved to being offered at two levels across two terms - with over 50% of the students continuing to the second level. The first level served as an introduction to woodcarving with more traditional Indigenous techniques and common assignments across the group. The second

level offered students more creativity in designing their work while still being rooted in Indigenous knowledge making and sustaining practices – for instance, one student created Indigenous avatars for video games and another crafted leather work threading her Asian and Indigenous ancestry. Multimodal, personalized, and strengths-based assessments that valued progress over perfection supported students' sense of success and belonging. The individualized projects and flexible pacing made possible in these courses was important particularly for students with designations.

Participating in the courses, students earned credits towards graduation and could additionally earn credits for an arts course by completing extra pieces. The students appreciated the pathway to participate creatively, connect with their community, and transition to school completion. As one student said, “this is social studies, justice, art, design, and identities in one class.”

Most importantly, due to the care and consideration placed on students' socioemotional wellbeing, these courses created culturally safe spaces for students to self-identify as Indigenous if they chose to do so, and to be present and participate in ways that were comfortable. Ongoing communication with families, schools, and programs, supported the creation of a caring community for the learners. Significantly, the courses presented the option of decolonizing by looking through Indigenous lenses at learning in school. The shared connections and common stories between students and teachers created spaces of belonging, sparking the possibility that students may more regularly take up Indigenous artistic ways of meaning making.



Career Education

Career Education is an ongoing process of self-discovery, growth in competencies, and learning from experiences in educational, work-related, and personal life contexts. It is designed to support students in becoming successful, contributing members of society by providing K-12 students with opportunities to explore and create individualized pathways for their own future.

Through various opportunities to explore, experience, and increase awareness, students in Surrey engage in the Career Education curriculum in K-12 and prepare themselves for post-secondary school or career options upon graduation. Beginning in kindergarten, students are guided through foundations in career-life development, in which they begin to develop a sense of self and explore the roles and responsibilities of family, school, and community. As they continue, they learn to recognize their evolving interests and strengths and explore career-life concepts such as leadership and transferrable skills. Later in their learning journey, students are encouraged to explore post-graduation possibilities by cultivating community connections and engaging in experiential learning. Combined, these experiences promote a holistic view of students by supporting them in exploring their identity, purpose, and well-being in diverse learning contexts.



Between the 2019/20 and 2021/22 academic years, 4,853 Surrey students were enrolled in four core areas of career education: (1) Career Preparation, (2) Career Technical, (3) Co-Op, and (4) Academic Dual Credit (see Table 21).

Table 21. Percentage and number of students enrolled in courses across four core areas of Career Education (3-year trends)

Core Areas	2019/20 Enrollment	2020/21 Enrollment	2021/22 Enrollment	Total Enrollment
Career Prep (e.g., Business & Applied Business, Health & Human Services)	45% (625)	43% (580)	63% (1,339)	2,544
Career Technical (Trades & Technology)	11% (150)	10% (138)	7% (142)	430
CO-OP (eg., Science & Applied Science; Liberal Arts & Humanities, etc)	36% (503)	37% (500)	23% (480)	1,483
Academic Dual Credit	9% (120)	9% (118)	7% (158)	396
TOTAL	1,398	1,336	2,119	4,853

*Not included in these counts: (1) Additional students that enrolled in these programs after September 30, (2) courses that fall outside of the four core areas of Surrey School’s Career Education.

CAREER PREPARATION

Students in Surrey are encouraged to explore potential careers they are interested in pursuing upon completing secondary school. Career Preparation includes Work Experience courses, which are designed to prepare students to adapt to ongoing change, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans. Over a twelve-month period, 1,339 Surrey students held more than 150 job positions, gaining significant on-the-job skills and experiences with 623 employers throughout the city. Likewise, our school district provided work experience opportunities to more than 100 students as Teaching Assistants across 42 different sites, with some worked at the District Education Centre.

CAREER TECHNICAL

In 2021/22, Surrey students explored 14 different Career Technical courses, including Automotive Service Technician, Baking and Pastry Arts, Carpentry, Collision & Refinishing Common Core, Culinary Arts, Electrical, Hairstylist, Heavy Mechanical Trades, Horticulture, Metal Fabrication, Millwright, Painter, Piping, and Welding. During the 2021/22 academic year, 142 Surrey students explored trades and technology-related programs. Of these, 10% (14 students) were **Indigenous students** and 31% (44 students) were **Students with Designations**.

CO-OP

Co-operative Education (Co-Op) is a one-semester, educational program that includes two or three academic courses, and a Work Experience component. The program is designed to enhance a student's education by incorporating work experience along with a focus on core academic courses. The Work Experience component is intended to assist in preparing students for the transition from secondary school to the world of work or further education and training. In the 2021/22 academic year, 480 Surrey students enrolled in Co-Op programs that provided them access to a wide and varied scope of work experience opportunities in the community.

ACADEMIC DUAL CREDIT

The school district has partnered with 10 post-secondary institutions to enable students to receive credit for post-secondary courses while, at the same time, earning high school credit towards their graduation. Through Academic Dual Credit, 158 Surrey students were enrolled in 8 different programs. These programs include Community and Public Safety, Drafting/CADD, High School on Campus, Indigenous High School on Campus, Introduction to Health Science, Introduction to Legal Office Procedures, Introduction to Practice for Child and Youth Care Counsellors, and Tah-Ta-Lut Indigenous Education Pathway.

To support Indigenous learners in achieving their career goals, the district's Career Education and Aboriginal Learning departments introduced the Tah-Ta-Lut program in 2020/21. A cohort of Indigenous students earned dual credit during their grade 12 year, acquiring the qualifications to work as Education Assistants through Surrey College. This pathway to post-secondary included one university-level course from Simon Fraser that focuses on reflective practice in education to expose students to the possibility of teacher education. In 2021/22, 11% (18 students) of all students who were enrolled in Academic Dual Credit were **Indigenous students** and 7% (11 students) were **Students with Designations**.



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SKILLS EXPLORATION, EDUCATION ASSISTANT DIPLOMA PROGRAM, AND AVIATION CAREERS

In addition to the four core areas of Career Education during the 2021/22 academic year, students between Grades 10 and 12 were also offered opportunities to explore several other trades and professional careers. These programs and initiatives include (a) Skills Exploration through Youth Explore Trade Skills, (b) Education Assistant Diploma Program, and (c) Exploration in Aviation Careers.

Skills Exploration through Youth Explore Trade Skills initiative was delivered across nine secondary schools and two continuous education centres, where 403 students were enrolled in exploring trade skills, including carpentry, construction, electrical, plumbing, welding, and other trades.

The Education Assistant Diploma Program is designed to provide knowledge and skills for education assistants to support students with diverse learning challenges, and special needs. Students who successfully complete this five-month-long program and two practicums, receive an Education Assistant Diploma from Surrey Community College as well as an interview opportunity with the Surrey School District. In 2021/22, six Surrey students were enrolled in this program.

To benefit from the rapid expansion of Canada's aviation and aerospace industries, the Explorations in Aviation Careers initiative offered a wide range of career options and opportunities including jobs in aircraft design, systems engineering, testing, search and rescue, human factors, piloting, air traffic control, jet mechanics, computer systems, airport management, customer service, and other career paths. In 2021/22, two dozen Surrey students were enrolled in this program to explore a range of aviation industry careers. Enrolled students complete three months of study at North Surrey Secondary, one month at BCIT's Aerospace Technology Campus, and a three-week work experience placement with an aviation industry company.

PROVINCIAL DATA

Grade-To-Grade Transitions

Transitions are changes or movements from one stage to another, at significant points in our students' lives. Transitions can be disruptive at times, and as a result, require the provision of extra care and attention to student needs, which in turn further informs our practices and our supports.

Surrey Students' Transition Rates: Grade 9 to Grade 10

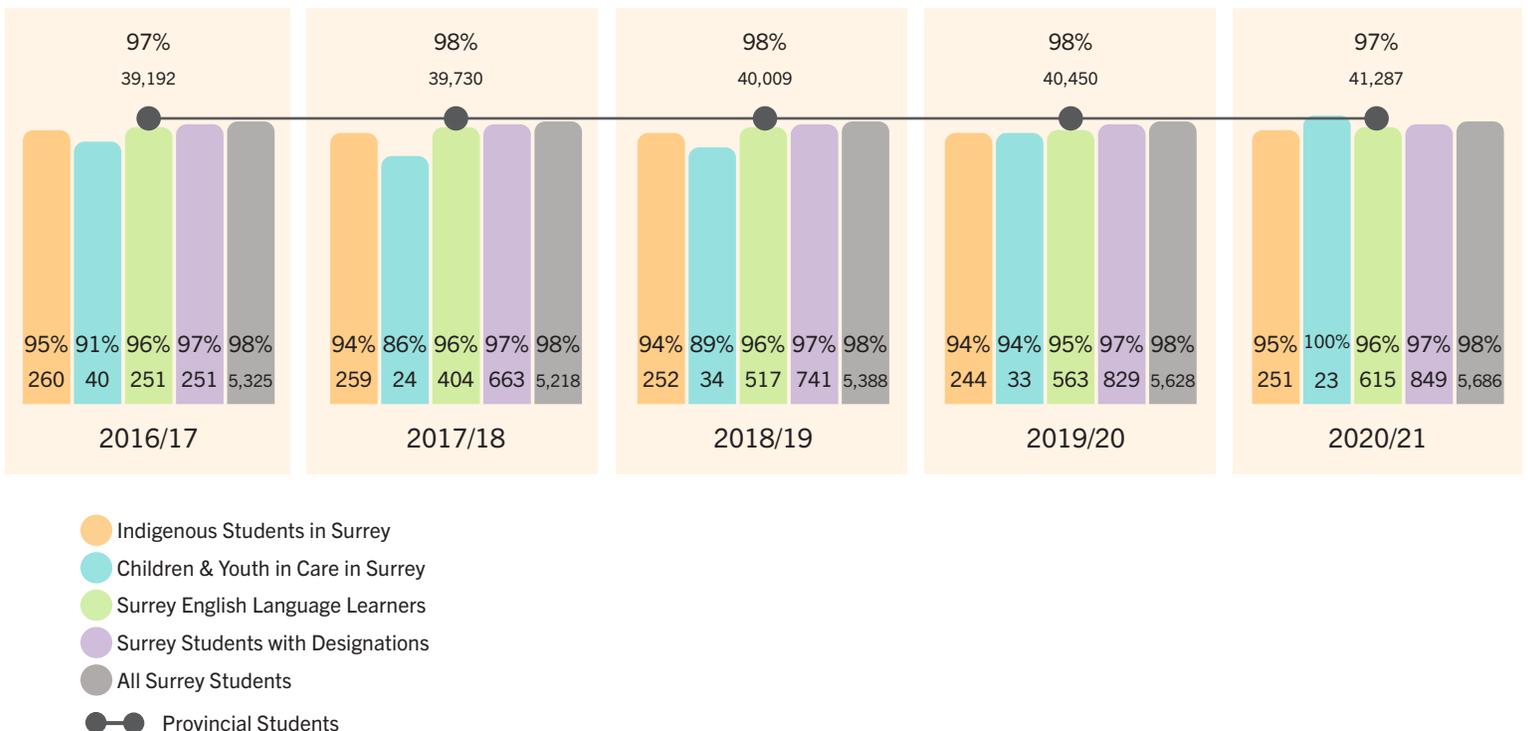
The percentage of Surrey students (98%) transitioning to Grade 10 at the end of the 2020/21 school year was greater than the province (97%). Table 22 provides the percentage and number of all Grade 9 Surrey students who successfully transitioned to Grade 10 between the 2016/17 and 2020/21 academic years.

The percentage of **Indigenous students** who have successfully transitioned to Grade 10 has been between 94% and 95% since the 2016/17 academic year, while 96% of **English Language Learners** have successfully transitioned to Grade 10 in all but one academic year

over the same time period. Approximately 97% of **Students with Designations** successfully transitioned to Grade 10 each year between the 2016/17 and 2020/21 academic years. The percentage of Surrey students under the **Children and Youth in Care** sub-group who have successfully transitioned to Grade 10 has also increased between the 2017/18 (86%) and 2020/21 (100%) academic years.

Figure 25 provides a five-year period of transition data among four sub-groups of Surrey students who successfully transitioned to Grade 10.

Figure 25. Percentage and number of Surrey students by sub-group who successfully transitioned from Grade 9 to Grade 10, 2016/17–2020/21on



Surrey Students' Transition Rates: Grade 10 to Grade 11

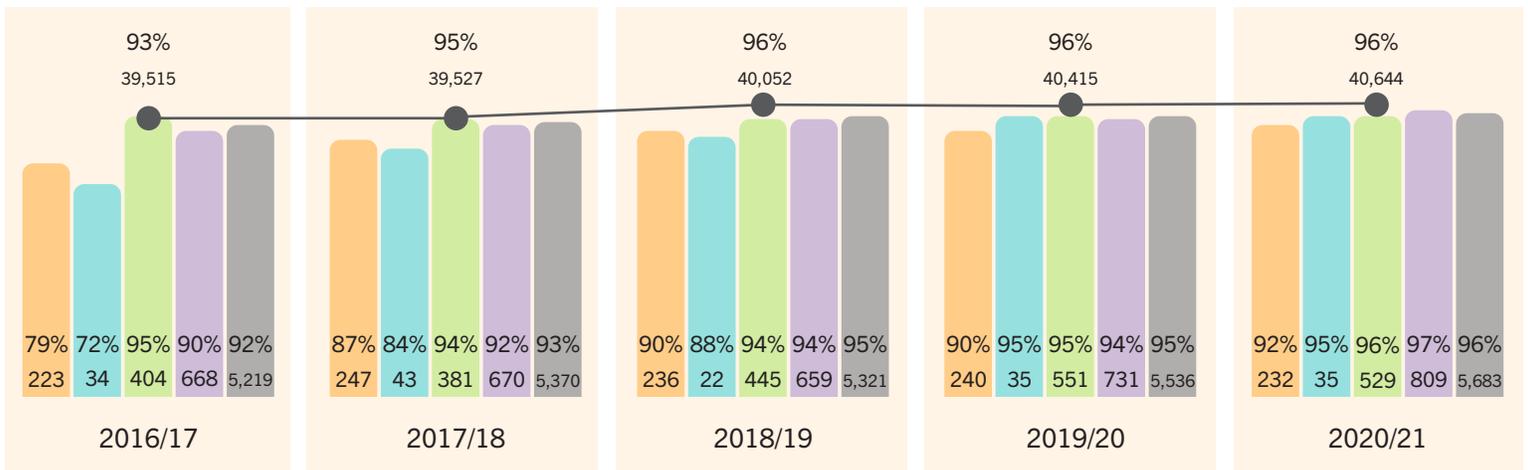
Grade 10 students in Surrey transitioned to Grade 11 at the same rate as the province (96%) at the end of the 2020/21 school year. The percentage of Surrey students successfully transitioning to Grade 11 has improved by four-percentage points between the 2016/17 (92%) and 2020/21 (96%) academic years.

Table 23 provides the percentage and number of Surrey students who successfully transitioned to Grade 11 between the 2016/17 and 2020/21 academic years. The percentage of **Indigenous students** who have successfully transitioned to Grade 11 has consistently increased over the last five years, rising from eight in ten (79%) students at the end of the 2016/17 academic year

to nine in ten (92%) students at the end of the 2020/21 academic year. Between 94% and 95% of **English Language Learners** have successfully transitioned to Grade 11 over the same time period. The percentage of **Students with Designations** who have successfully transitioned to Grade 11 has improved between 2016/17 (90%) and 2020/21 (97%). Similarly, the transition percentage of students under the **Children and Youth in Care** subgroup also improved every year from 72% (2016/17) year to 95% (2020/21).

Figure 26 provides a five-year period of transition data among four sub-groups of Surrey students who successfully transitioned to Grade 11.

Figure 26. Percentage and number of Surrey students by sub-group who successfully transitioned from Grade 10 to Grade 11, 2016/17–2020/21



- Indigenous Students in Surrey
- Children & Youth in Care in Surrey
- Surrey English Language Learners
- Surrey Students with Designations
- All Surrey Students
- Provincial Students



Surrey Students' Transition Rates: Grade 11 to Grade 12

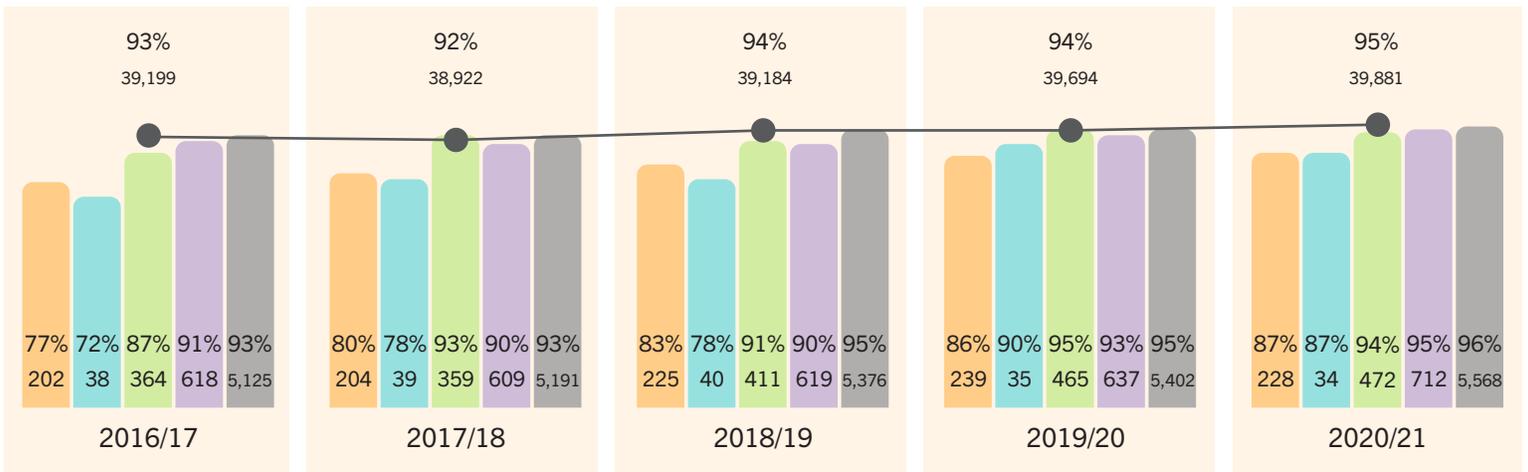
Grade 11 students in Surrey transitioned into Grade 12 at a slightly higher rate (96%) as compared with the provincial rate (95%) at the end of the 2020/21 school year.

The percentage of **Indigenous students** successfully transitioning to Grade 12 has increased by ten percentage points between 2016/17 (77%) and 2020/21 (87%). Though students under the **Children and Youth in Care** subgroup improved by fifteen percentage points between 2016/17 (72%) and 2020/21 (87%), the percentage dropped by three percentage points from

2019/20 school year (90%). **English Language Learners** have also seen an improvement in the percentage of successful transitions to Grade 12 between 2016/17 (87%) and 2020/21 (94%). Similarly, **Students with Designations** have had an increase in the percentage of successful transitions to Grade 12 between 2016/17 (91%) and 2020/21 (95%).

Figure 27 provides a five-year period of transition data among four sub-groups of Surrey students who successfully transitioned to Grade 12.

Figure 27. Percentage and number of Surrey students by sub-group who successfully transitioned from Grade 11 to Grade 12, 2016/17–2020/21



- Indigenous Students in Surrey
- Children & Youth in Care in Surrey
- Surrey English Language Learners
- Surrey Students with Designations
- All Surrey Students
- Provincial Students



Surrey Students' Transition Rates: Tracking of One Cohort

When tracking one cohort of Surrey students beginning in Grade 9 (2018/19) through Grade 12 (2020/21), the percentage of students who successfully transitioned were on par with provincial rates for the 2018/19 academic year (98%). In the following year, Grade 10 Surrey students successfully transitioned to Grade 11 at a lower rate (95%) than the province (96%). In 2020/21, Surrey students in Grade 11 successfully transitioned to Grade 12 (96%) at a higher rate than the province (95%).

In Surrey, Indigenous students, English Language Learners, Students with Designations, and Children and Youth in Care have consistently met or exceeded the provincial transition rates of their respective sub-groups for the years between 2018/19 and 2020/21. While our students have been successful in their grade-to-grade transitions relative to the province, there have been declines in the transition percentages for Surrey students and within each of the four sub-groups.

At the end of the 2018/19 school year, 94% of Grade 9 Indigenous students in Surrey transitioned into Grade 10. Of those Indigenous students who successfully transitioned into Grade 10, only 90% transitioned into

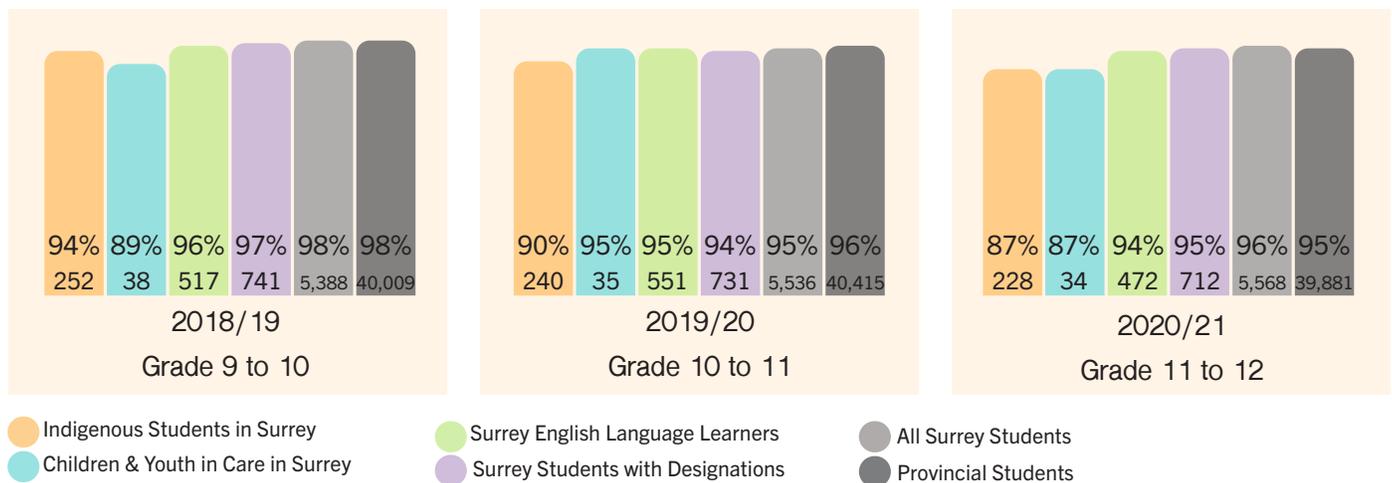
Grade 11 at the end of the 2019/20 school year, which further dropped to 87% for the Grade 12 transition at the end of the 2020/21 school year.

Of the 89% Children and Youth in Care subgroup cohort students who successfully transitioned to Grade 10 at the end of the 2018/19 school year, 95% of students transitioned to Grade 11 at the end of the 2019/20 school year. The transition rate to Grade 12 of the same cohort dropped to 87% cohort at the end of the 2020/21 school year.

English Language Learners in Surrey, who successfully transitioned from Grade 9 into Grade 10 (96%) at the end of the 2018/19 school year, slightly dropped to 95% when transitioned to Grade 11 at the end of the 2019/20 school year. The transition rate further dropped by a one-percentage point (94%) when this sub-group transitioned to Grade 12 at the end of the 2020/21 school year.

The transition rate for the Grade 9 Students with Designations cohort dropped three percentage points from 97% in Grade 10 at the end of 2018/19 to 94% in Grade 11 at the end of the 2019/20 school year. The same cohort's transition into Grade 12 improved to 95% at the end of the 2020/21 school year (see Figure 28).

Figure 28. Percentage and number of successful grade-to-grade transitions for one Surrey student cohort by sub-groups, 2018-19 – 2020/21



To support students who may be at risk of unsuccessfully transitioning between grade levels, the district provides each secondary school with additional staffing to establish and implement a cohort model that utilizes a holistic wraparound response to serve our youth with complex needs.

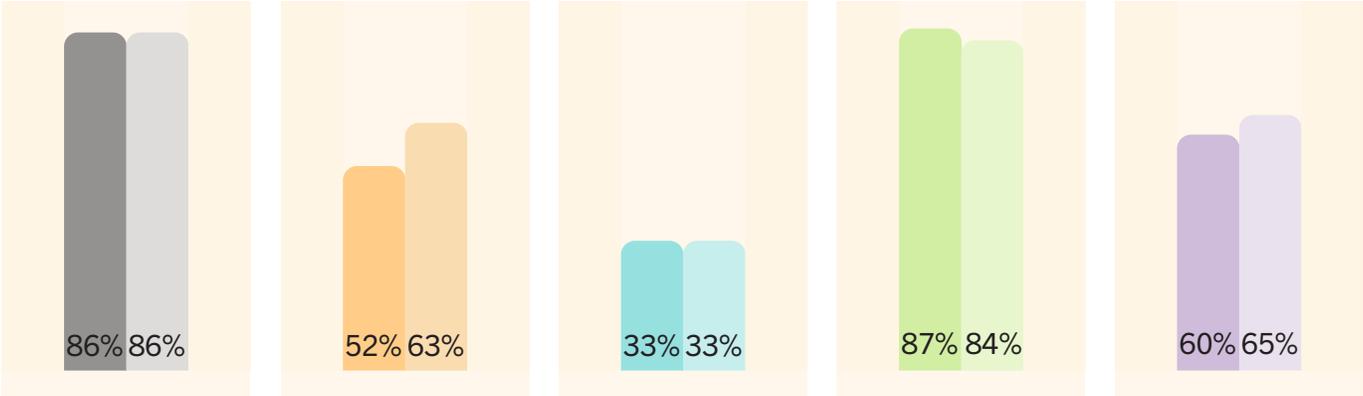
Schools tracked both student successes and the support provided, with an intentional focus on Indigenous students, English Language Learners, Children and Youth in Care, and Students with Designations. School administrators and support staff have reported improvement in attendance and student achievement of learning outcomes.

Graduation Rates

Grade 12 students in Surrey who graduated at the end of the 2020/21 school year were on par with the provincial percentage (86%). Surrey students under the **English Language Learners** and **Children and Youth in Care** sub-groups either met or exceeded their respective sub-group provincial average.

Figure 29 below provides the percentage of Surrey students who graduated from secondary school at the end of the 2020/21 school year.

Figure 29. Percentage of Surrey students who graduated from secondary school, 2020/21



*Total number of Surrey students who graduated from secondary school at the end of the 202/21 academic year is unavailable

- All Surrey Students
- Children & Youth in Care in Surrey
- Surrey Students with Designations
- All B.C. Public School Students
- B.C. Public School Children & Youth in Care
- B.C. Public School Students with Designations
- Indigenous Students in Surrey
- Surrey English Language Learners
- B.C. Public School Indigenous Students
- B.C. Public School English Language Learners

Our students graduating from secondary school have slightly dropped (1%) from the 2019/20 school year, with 86% of our students successfully graduating at the end of the 2020/21 school year. Further, when compared with our past 6 years' average (86.3%), the graduation rate at the end of the 2020/21 school year was marginally lower (0.5%).

On average, a little more than half of all **Indigenous students** in Surrey graduated between 2015/16 and 2020/21, including at least half with off-reserve status during the same time span. Table 22 provides a breakdown of these trends by on/off-reserve status among **Indigenous students**.



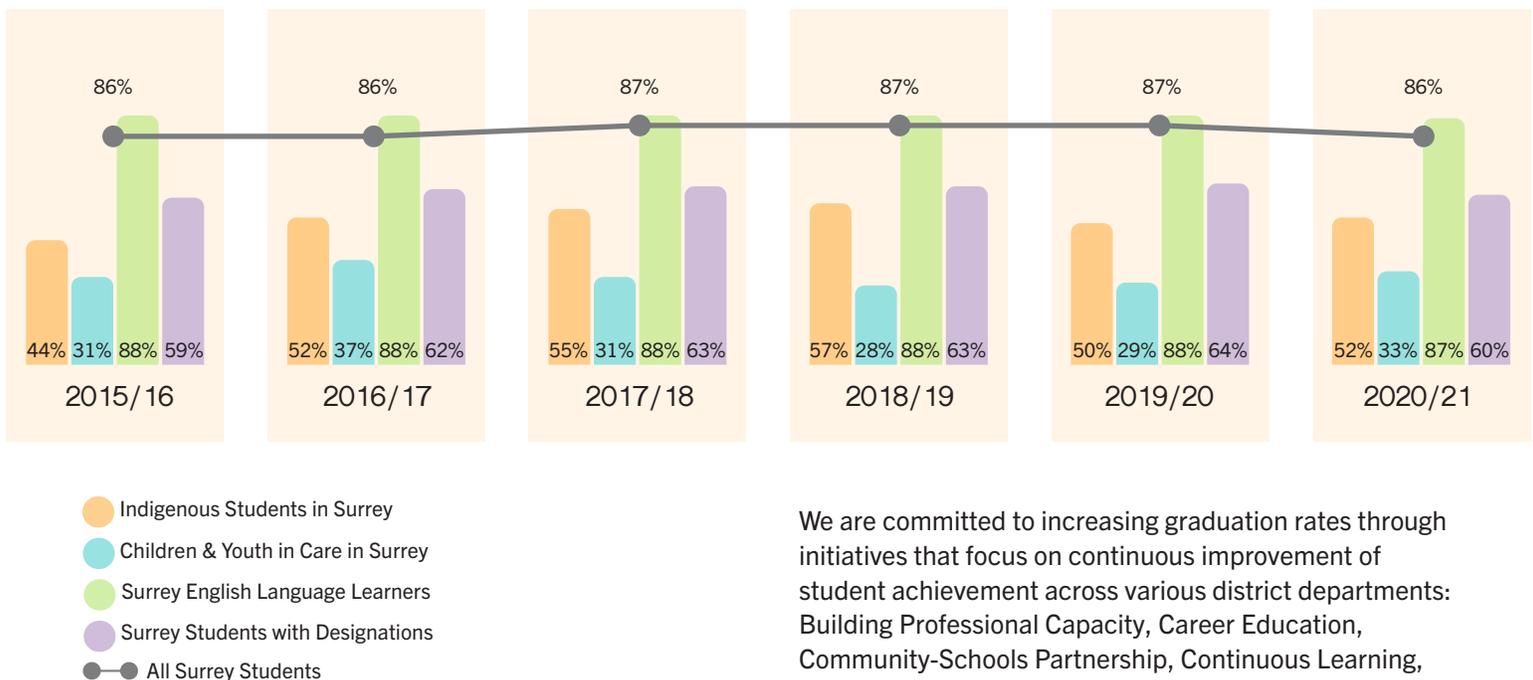
Table 22. Percentage and number of Indigenous students in Surrey (by reserve status) graduating within 5 years of starting Grade 8, 2015/16–2020/21

Academic Year	Successful Transition Rates (On-Reserve Status)	Successful Transition Rates (Off-Reserve Status)
2015/16	7%	45%
2016/17	14%	54%
2017/18	33%	57%
2018/19	52%	57%
2019/20	47%	50%
2020/21	31%	54%

Our students under the **Children and Youth in Care** subgroup fare better at the end of the 2020/21 school year (33%) than the 2019/20 (29%) and that of the past 6 years’ average (32%). **English Language Learners** graduation rate dropped by one percentage point when compared with the past 6 years’ average (88%) and that of the 2019/20 school year (88%).

Similarly, our **Students with Designations** graduated in the 2020/21 school year at a rate of 60%, which is lower than our average rate over the past 6 years (62%) and that of the 2019/20 school year (64%). See Figure 30 for the 6-year data trends of the percentage and number of all Surrey students, as well as the four student subgroups who graduated within 5 years of starting Grade 8.

Figure 30. Percentage and number of Surrey students graduating within 5 years of starting Grade 8, 2015/16 - 2020/21



We are committed to increasing graduation rates through initiatives that focus on continuous improvement of student achievement across various district departments: Building Professional Capacity, Career Education, Community-Schools Partnership, Continuous Learning, Indigenous Learning, Priority Practices, Research and Evaluation, Safe Schools, and Student Support.

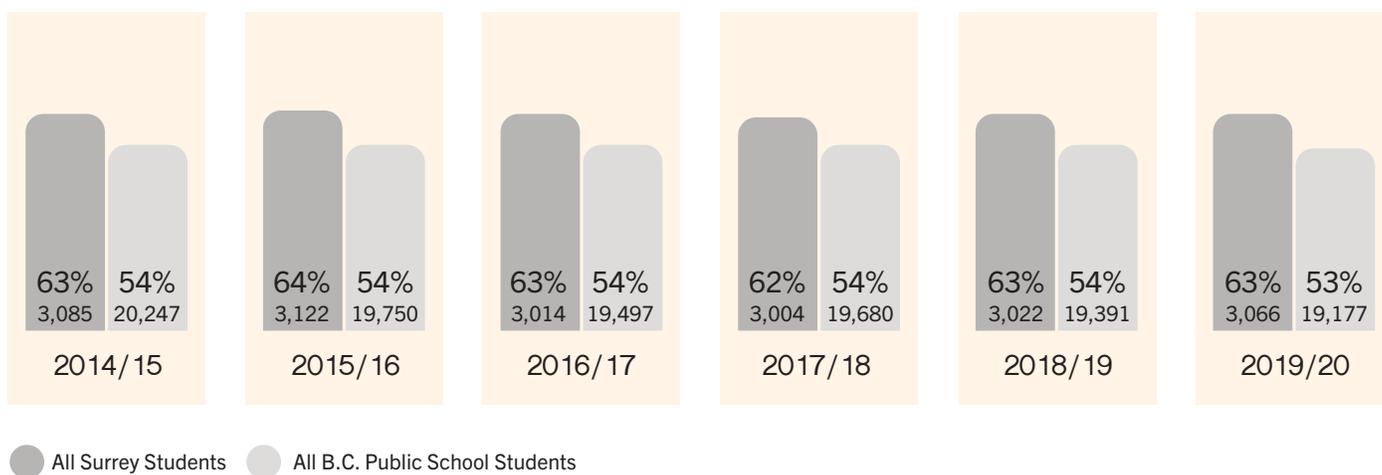
Post-Secondary Institution Attendance

Transition to B.C. public post-secondary institutions within 1 year of graduation

The Surrey student population has been transitioning into B.C. public post-secondary institutions immediately after graduating at a consistent rate, ranging from 62% to 64% between 2014/15 and 2019/20. Overall, our students have continued to fare better than the provincial rate every year between 2014/15 and 2019/20. Most

recently, Surrey students transitioned to B.C. public post-secondary institutions immediately after graduating following the 2019/20 school year at a much greater rate (63%) than the provincial rate of 53% (see Figure 31).

Figure 31. Percentage and number of Surrey students who transitioned to public post-secondary institutions within 1 year of graduation between 2014/15 and 2019/20



In Surrey, 34% of **Indigenous students** transitioned into B.C. public post-secondary institutions following the 2019/20 school year, compared to their 2018/19 transition rate of 37%. This subgroup of students also transitioned at a lower rate in 2019/20 when compared to their 6-year average (35%) and that of their respective sub-group provincial average (37%).

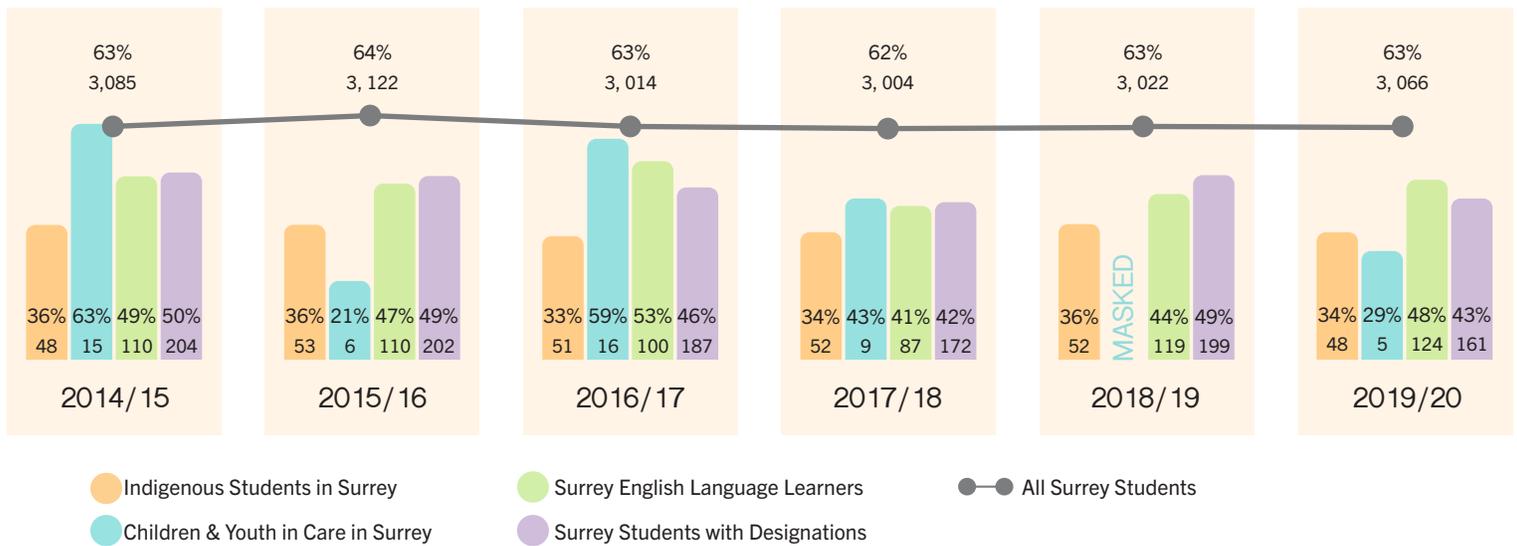
Following the 2019/20 school year, Surrey students under the **Children and Youth in Care** subgroup transitioned into B.C. public post-secondary institutions at a much lower rate (29%) than their sub-group provincial average (40%). When compared with their 6-year average (44%) and that of their respective sub-group provincial average (43%), this subgroup of students also transitioned at a lower rate in 2019/20.

English Language Learners transition rate into B.C. public post-secondary institutions following the 2019/20 school year was higher (48%), compared to their 2018/19 transition rate (44%) and their 6-year average of 47%. When compared to the 6-year average of their respective provincial subgroup, this subgroup of students transitioned at a slightly lower rate (1%) following the 2019/20 school year.

Students with Designations transitioned at a rate of 43% into B.C. public post-secondary institutions following the 2019/20 school year, compared to the 2018/19 school year (49%), their 6-year average (46%) and that of their respective sub-group provincial average (43%).

See Figure 32 for additional 6-year data trends for all Surrey students and four subgroups transitioning immediately to a B.C. public post-secondary institution.

Figure 32. Percentage and number of Surrey students who graduated and transitioned immediately to a B.C. public post-secondary institution, 2014/15–2019/20



Transition to B.C. public postsecondary institutions within 3 years of graduation

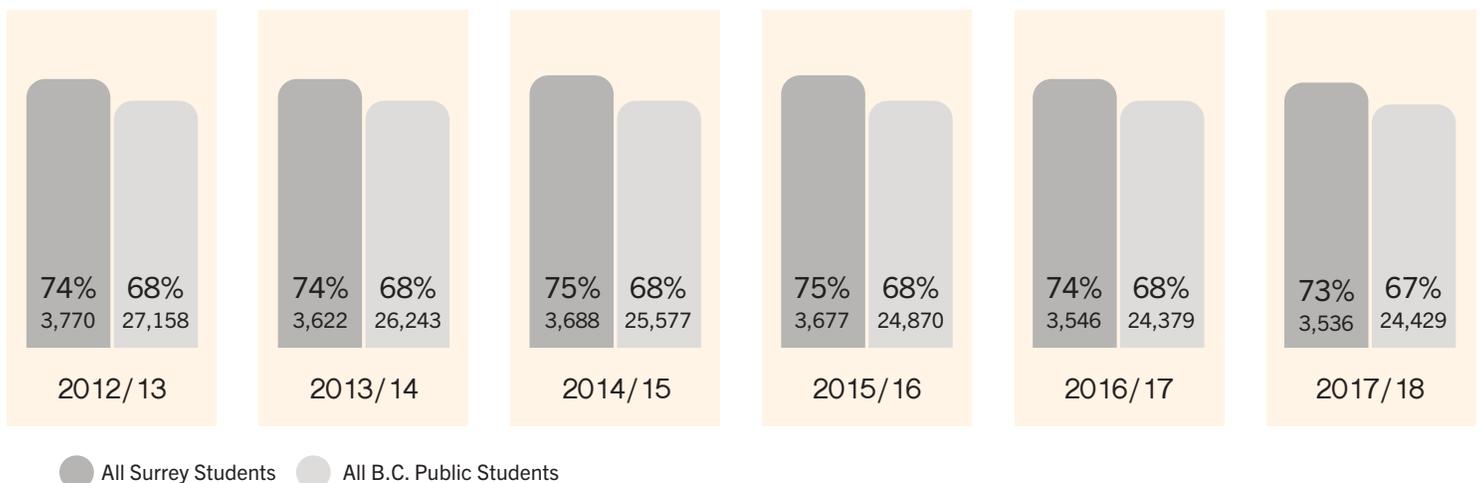
Close to three-quarters (73%) of students in Surrey transitioned to a B.C. public post-secondary institution within three years after graduating at the end of 2017/18 and exceeding the annual provincial rate (63%) as well as the 6-year provincial average rate of 68%.

When compared with the district’s 6-year average rate (74%), Surrey students transitioned into a B.C. public post-secondary institution within three years after

graduating following the 2017/18 school year at a slightly lower rate (73%).

Figure 33 below provides the percentage and number of Surrey students who successfully transitioned into B.C. public postsecondary institutions within 3 years of graduation between 2012/13 and 2017/18.

Figure 33. Percentage and number of Surrey students who transitioned to public post-secondary institutions within 3 years of graduation between 2012/13 and 2017/18.



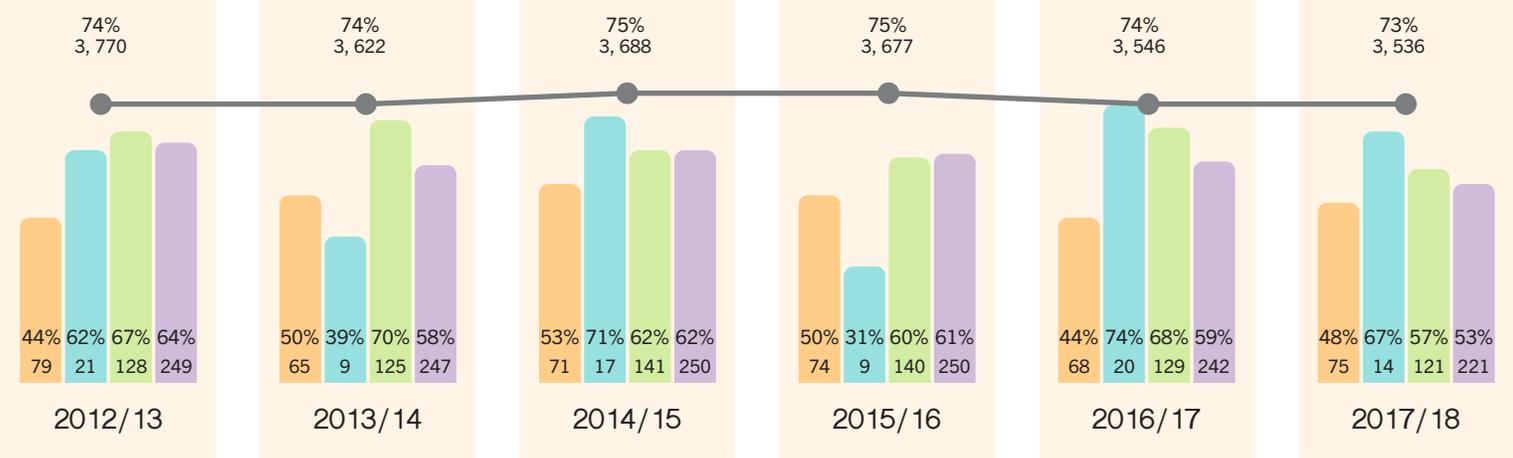
Indigenous students in Surrey transitioned into a B.C. public post-secondary institution within three years after graduating at the end of the 2017/18 school year at the same rate (48%) when compared with its average over the 6-year span. The transition rate also improved by four percentage points from the 2016/17 school year (44%). When compared with the 6-year average of their respective provincial sub-group (54%), **Indigenous students** in Surrey transitioned at a lower rate (48%). Two-thirds (67%) of Surrey students in the **Children and Youth in Care** group transitioned into a B.C. public post-secondary institution surpassing the 6-year subgroup average of the school district (57) and that of the provincial subgroup (56%).

English Language Learners in Surrey transitioned into a B.C. public post-secondary institution at a lower rate (57%) after graduating at the end of the 2017/18 school year, compared to their respective 6-year subgroup average of the school district (64%) and that of the provincial subgroup (65%).

A little more than half (53%) of all the **Students with Designations** in Surrey transitioned into a B.C. public post-secondary institution within three years after graduating at the end of 2017/18. Compared to their respective subgroup rate at the end of the 2016/17 school year (59%) as well as to their 6-year subgroup average (60%) and that of the provincial subgroup (58%), this group of students transitioned at a lower rate after graduating at the end of the 2017/18 school year.

See Figure 34 for additional 6-year data trends regarding the rates of Surrey students and four sub-groups transitioning to a B.C. public post-secondary institution within three years of graduation.

Figure 34. Percentage and number of Surrey students who transition to B.C. public postsecondary institutions within 3 years of graduation, 2012/13–2017/18



● Indigenous Students in Surrey
 ● Surrey English Language Learners
 ● All Surrey Students
● Children & Youth in Care in Surrey
 ● Surrey Students with Designations

RESOURCES

In addition to data provided by the B.C. Ministry of Education, the reports and plans below helped to inform and support the development of the 2022/23 Enhancing Student Learning Report:

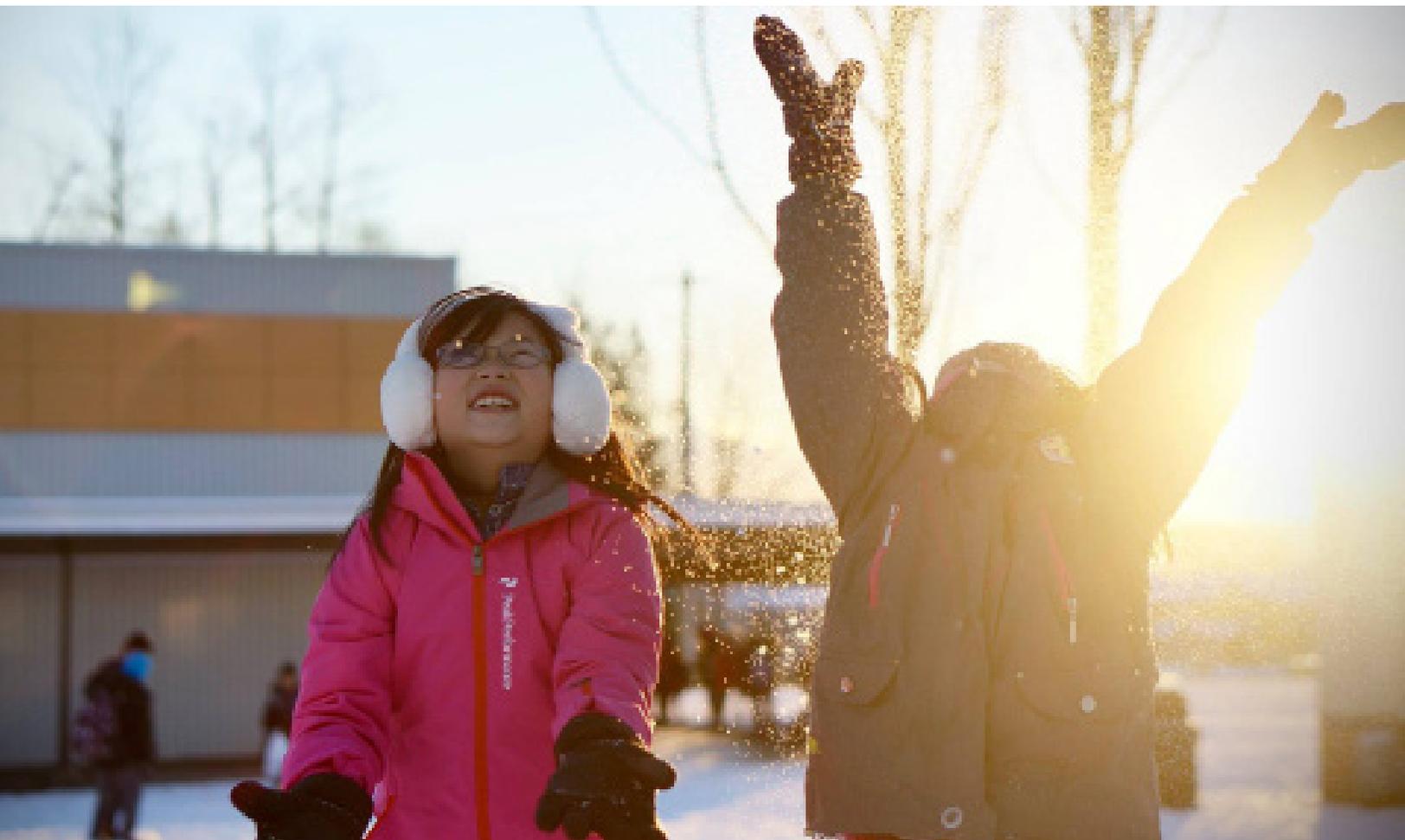
2022

- Early Literacy Phonemic Awareness Test – Surrey, January and May 2022 Results
- Evaluation of the Check & Connect Program, 2020-21
- Numeracy Initiatives in Surrey Schools, September 2021 – June 2022
- Surrey School District’s 2021/2022 Social and Emotional Learning Lead Initiative Baseline and Final Reports
- Surrey School District Employee Wellness Survey, 2021/22
- Surrey School District Employee Well-Being Initiative Action Plan, 2021/22

2021

- Surrey School District’s Strategic Plan, 2021 – 2023

We would like to thank the Surrey School staff who took the photographs that are found throughout this report





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